DOCUMENT RESUME

ED 403 874 IR 018 229

TITLE	Inclusion.
INSTITUTION	ACCESS ERIC, Rockville, MD.; Educational Resources Information Center (ED), Washington, DC.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO	ERIC-96-5028; ISSN-1065-1160
PUB DATE	96
NOTE	37p.
AVAILABLE FROM	ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850 (subscription free; obtain back issues from EDRS).
PUB TYPE	Collected Works - Serials (022) -- Information Analyses - ERIC Clearinghouse Products (071)
JOURNAL CIT	ERIC Review; v4 n3 Fall 1996
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Accessibility (for Disabled); *Disabilities; *Educational Policy; Elementary Secondary Education; Federal Programs; *Inclusive Schools; Information Sources; Mainstreaming; Position Papers; *Regular and Special Education Relationship
IDENTIFIERS	American Federation of Teachers; Council for Exceptional Children; *ERIC; Individuals with Disabilities Education Act; Learning Disabilities Association of America; National Association Elementary School Principals; National Association of School Psychologists; National Association of State Boards of Education; National Association Secondary School Principals; National Education Association; National School Boards Association; Office of Special Education Programs

ABSTRACT

The "ERIC Review" is published three times per year and announces research results, publications, and new programs relevant to each issue's theme topic. This issue introduces readers to the issues surrounding the inclusion of students with disabilities in general education classrooms, and provides information for schools moving to adopt more inclusive practices. This document is not an endorsement of or policy statement on inclusion. Nine articles appear in this issue: (1) "Including Students with Disabilities in General Education Classrooms: From Policy to Practice" (Jane Burnette); (2) "Inclusion and the Individuals with Disabilities Education Act" (Judith E. Heumann and Thomas Hehir); (3) "Office of Special Education Programs" which lists 18 programs sponsored by that office; (4) "Inclusion: It's Not All Academic" (Barak Stussman); (5) "Inclusive Education in Practice" (Karen Irmsher); (6) "Selected Inclusion Resource Organizations" (Bernadette Knoblauch); (7) "Selected Inclusion Materials" (Barbara Sorenson and Janet Drill); (8) "Excerpts from Policies and Position Statements on Inclusive Schools" which includes statements from American Federation of Teachers, The Council for Exceptional Children, Learning Disabilities Association of America, National Association of Elementary School Principals, National Association of School Psychologists, National Association of Secondary School Principals, National Association of State Boards of Education, National Education Association, and National School Boards Association; and (9) "Putting It All Together: An Action Plan" which lists tips for creating more inclusive schools. (SWC)

ED 403 874

THE ERIC

Volume 4 • Number 3 • Fall 1996

Inclusion

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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ARTICLES

- ✓ Including Students with Disabilities in General Education Classrooms
- ✓ Inclusive Education in Practice

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An Important Message to Our Readers

As Jane Burnette notes in the lead article of this issue, when the term "inclusion" is used, it is often unclear whether the speaker is referring to placing a single student with disabilities in a general education classroom, placing most students in a district in general education classrooms, or placing all the students in a district in general education classrooms. Some advocates are calling for full inclusion, that is, placing all students with disabilities in general education classes. Others are taking a more moderate approach by supporting the creation of inclusive schools that welcome students with disabilities while holding that for some students, general education placement is not the best option.

According to state statistics reported to the U.S. Department of Education, the number of students in inclusive settings has increased greatly over the past 5 years. During the 1987–88 school year, 29 percent of all students with disabilities (ages 6 to 21) received educational services in general education classes; by 1992–93, that figure had jumped to 40 percent. Over the same period, the percentage of students with disabilities educated in separate school facilities dropped from 6.4 percent to 4.5 percent.[1]

It is critical to note that the successful implementation of inclusive practices requires professional development and technical assistance for teachers and various types of support and accommodations tailored to the needs of individual students as they move to general education classrooms. Students already in the general education classroom—and their parents—need to be prepared for this transition as well. This issue of *The ERIC Review* introduces readers to the issues surrounding inclusion and provides information for schools moving to adopt more inclusive practices. It is not an endorsement of or policy statement on inclusion. **The materials in this journal are in the public domain and may be reproduced and disseminated freely.**

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Keith Stubbs
Director, Educational Resources Information Center

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[1] U.S. Department of Education. 1995. *To Assure the Free Appropriate Public Education of All Children with Disabilities: Seventeenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act.* Washington, DC: U.S. Government Printing Office.

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THE ERIC Review

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Cover photographs by Mark Regan, Reston, Virginia

ISSN 1065–1160

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THE ERIC Review

Including Students with Disabilities in General Education Classrooms: From Policy to Practice

by Jane Burnette

This article briefly describes the provisions of the Individuals with Disabilities Education Act (IDEA) related to including children with disabilities in general education classes. It then discusses the concept of inclusion, identifying trends that affect inclusive practice and the research base for strategies and techniques that support inclusion. Characteristics of inclusive schools are also described.

In policy letters responding to questions about including children with disabilities in general education classrooms, the U.S. Department of Education has interpreted the Individuals with Disabilities Education Act (IDEA) to mean that "the regular classroom in the neighborhood school should be the first placement *option* considered for students with disabilities" (Riley, 1994). IDEA requires that all children with disabilities be provided a free, appropriate public education in the least restrictive environment (LRE) and that a continuum of placement options be available to meet their needs. It specifies that:

> To the maximum extent appropriate, children with disabilities . . . are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be attained satisfactorily (IDEA Sec. 612 (5) (B)).

In an unprecedented declaration, the U.S. Departments of Education and Justice expressed official support for two important court decisions that affirmed placement of two children with disabilities in the general education setting (the *Oberti* and *Holland* cases). However, the Department of Education has also expressed support for the important role that other options on the continuum play for some students and has affirmed that placement decisions should be made on an individual basis and in conjunction with, not following, the Individualized Education Program (IEP) process also mandated under IDEA. (The IEP is a written statement of the educational program designed to meet a child's unique needs. It includes goals and objectives and a list of related services and assistive technology the child may need.) LRE provides a legal foundation for inclusive practices, and the IEP can be a major tool to support these practices in the classroom.

Controversies About Inclusion

The concept of inclusion is controversial. Some advocates call for "full inclusion," that is, placing all students with disabilities in general education classes. Others take a more moderate approach by supporting the creation of inclusive schools that welcome students with disabilities while holding that for some students, general education placement may not be the best educational option.

In discussing inclusion, it is important to define exactly what is meant. It is often unclear whether the speaker is referring to placing a single student with disabilities in a general education classroom, placing most students in a district in general education classrooms, or placing all the students in a district in general education classrooms. However, under any of these philosophies, more and more students with disabilities are now being included in general education classrooms throughout the United States.

Jane Burnette is publications manager for the ERIC/OSEP Special Project at the ERIC Clearinghouse on Disabilities and Gifted Education, hosted by The Council for Exceptional Children.

What Are Adequate Modifications and Supports?

Controversy surrounding inclusive practices often centers on the placement of students in general education classes without appropriate supports. Research findings indicate that the success of students with disabilities in general education classes is related to the supports and services they receive (National Longitudinal Transition Study as cited by the U.S. Department of Education, 1994).

In its 1992 report, *Implementing the "Least Restrictive Environment" Mandate*, the National Education Association's Standing Committee on Instruction and Professional Development distinguished between appropriate and inappropriate implementation practices as follows. Appropriate implementation practices:

> seek first to meet the needs and enhance the education of *all* students. They focus on regular and special education teacher involvement in early and continuing decision making about student placements, on individual needs, and on the conditions for greater collaboration between these educators (p. 2).

Inappropriate implementation practices:

> disenfranchise all school employees and other stakeholders in decision making processes and can lead to potentially damaging decisions about the education of individual students. In the most extreme circumstances, [inappropriate implementation] has been used . . . to remove services to students with disabilities . . . to save program dollars, to "dump" or "lump" students . . . (p. 2).

Clearly, implementation without proper support will not help students achieve better outcomes. Many professional associations have adopted policies and position statements that emphasize the importance of supplementary aids and services for children with disabilities in general education classrooms. (See p. 30 for excerpts.)

Which Students Benefit from Inclusion?

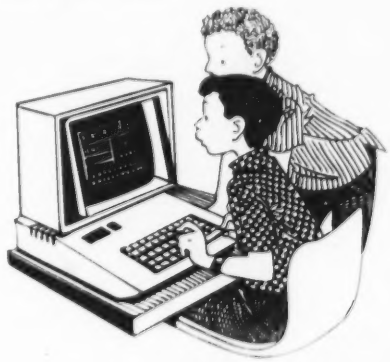
As Lombardi (1995) notes, "Although the literature abounds with mission statements, philosophies, theories, principles, opinions, perceptions, and guidelines, few studies exist on the efficacy of inclusion for the broad range of students who are eligible for special education." Some research indicates that when students with severe disabilities are placed in general education classrooms, they show better social development, more social interaction, enhanced skill acquisition and generalization, better health, more independence, greater success in meeting the objectives of their IEPs, and more normalized adult functioning. Their presence gives their classmates and others in the community more positive attitudes about children with disabilities (Hunt and others, 1992, as cited in Simon and Karasoff, 1992). The same study shows that for students with mild disabilities, integrated placements result in higher academic achievement and greater socioemotional growth.

Some researchers contend that inclusion in general education classrooms is more appropriate for students with some types of disabilities than for others. Studies show that many students with below average IQs or mild mental retardation, for example, demonstrate higher academic achievement in general education classrooms than in special education classrooms, while many students with learning disabilities, emotional disturbances, or behavioral disorders make more academic progress in special education programs than in general education classrooms (Carlberg and Kavale, 1980; Sindelar and Deno, 1978). It is important to note, however, that placement must be based on the individual characteristics of the student and service system rather than on the disability category.

In a more recent examination of three model programs in which teachers in general education classrooms changed their instructional strategies in order to teach students with and without learning disabilities more effectively, 63 percent of the 180 students with learning disabilities achieved less than 1 year of academic growth over a school year (Zigmond and others, 1995). What is missing, however, is a comparative measure of how much academic growth the students with learning disabilities would have made within a special education setting. Much research remains to be done on the characteristics of students who can benefit most from inclusion.

Trends Affecting Inclusive Practices—The New Context for Inclusive Schools

Despite years of research on LRE and mainstreaming, many questions about serving students with disabilities in general education settings remain. How will their presence affect other students in the class? What are the options for providing instruction that will meet everyone's needs? How can the special needs of students with disabilities be met in the general education classroom? Several trends in education are helping to shape the answers to these questions. These trends include education reform, an emphasis on broader educational outcomes, parent involvement, and new approaches to standards and assessments.



Considerations for Inclusive Schools

- Are resources adequate to provide the aids, support, related services, and accommodations needed?
- Is the school physically accessible, or can procedures and accommodations be made to include students while awaiting physical plant renovations?
- Is time available for teacher planning, collaboration, and group problem solving?
- Can staff-to-student ratios and class sizes be kept low?
- Does the school atmosphere welcome and accommodate diversity?
- Does the curriculum accommodate diverse student needs? For example, if students have problems with language and literacy, are there curricular options that will provide concrete, meaningful, experiential learning?
- Does the nature of the curriculum foster student interaction with and mutual support from peers?
- Do teachers have the instructional and behavior management skills they will need for inclusive classrooms?
- Is ongoing staff development available?
- Are specialized support personnel available to the school program?

Education Reform Reflects a Broader Focus and Aims for Higher Achievement

Education reform challenges schools to focus on the philosophy that all students can learn, and at higher levels. School systems across the country are restructuring their education programs to achieve better results for increasingly diverse students with complex learning needs, including those with disabilities (Schrag and Burnette, 1993–94). As the field of special education moves toward achieving its goal of appropriate placement for students with disabilities, attention is shifting to issues more similar to those of general education—better curricula, better instruction, and better outcomes.

Traditionally, school districts have segregated students with disabilities from the general classroom to reflect higher performance on standardized achievement tests. Now, school restructuring emphasizes small-group arrangements that better serve diverse learning styles and capabilities (Sailor and Skrtic, 1995). Some school districts are creating unified systems of education in which the administrative structures for general education and special education are combined in a single system. This approach focuses on improving educational outcomes for all students through the use of special resources previously confined to categorical programs such as Chapter 1/Title I, English as a Second Language, and special education. School support services are thus deployed to integrate all children in general groupings (Sailor, 1996).

Desired Educational Outcomes Are Oriented to Business and Community Results

The National Center on Educational Outcomes has noted a national shift in business, industry, and human services from a focus on process to a focus on results that are broader than academic achievement. In addition to academic and functional outcomes, these include contribution and citizenship; personal and social adjustment; and satisfaction of the students, parents, and community (Ysseldyke and others, 1994). As Dr. Margaret McLaughlin, co-director of the Center for Policy Impact of General and Special Education Reform, notes, "In the context of broad goals for education, the things we value for other kids are the things we value for these kids, too. Together, we must step back and look at what today's children will need to know when they are adults. No one person can define that" (McLaughlin and Warren, 1994a, p. xi).

Another aspect of this community orientation is that many school districts are providing a greater variety of services within schools. In these communities, schools are becoming centers of health, mental health, and social services for children and are forging closer partnerships with parents (Shaw and others, 1990).

Parents Are Strengthening Their Involvement with Their Children's Schools

The importance of parent involvement in children's schooling is gaining increased recognition, especially in inclusive environments. Parents serve as their children's first teachers, and though their roles may change as their children get older, their importance does not diminish. As a major "stakeholder group," parents must be involved in decisions that affect school policy and operations.

On the individual level, IDEA articulates the right and responsibility of parents to participate in decisions affecting the education of their children, including developing IEPs. Parents contribute information about their children that is not available from any other source, and their hopes and aspirations for them are an important part of shaping broad, long-term educational goals.

Many teachers have long recognized that parents can help them teach. Indeed, many of the techniques that

support inclusion require parents to be involved in creating communities: advocating for and assisting children; and sharing academic knowledge, skills, and values as members of their children's educational team.

In addition to working with educators to design a program to meet their children's individual needs, parents provide observations and suggestions, support and monitor their children's progress, and discuss their concerns with professionals at the school and other agencies. Parents can request that their children be evaluated, review all records, and request due process hearings to resolve differences with the school that cannot be resolved informally.

Some parents may not be aware of their rights and responsibilities (legal and otherwise) with respect to the education of their children. In an inclusive school, parents develop such awareness through their involvement in the school community and the efforts of educational personnel. An inclusive school can become an open, accepting community that welcomes diversity and recognizes the important contribution that parents offer.

New Standards and Assessments Are Being Designed To Include All Students

The U.S. Department of Education, Office of Special Education Programs (OSEP), is examining the issue of standards and assessments for special education students. Dr. Thomas Hehir, OSEP Director, notes that most children with disabilities should be taught under the same standards as their nondisabled peers, but that "the administration of assessments should be modified when it needs to be modified." Severely disabled students, he believes, should "have their education based on a high expectation level" if they cannot reach the same levels as general education students (Hoff, 1994).

The National Center on Educational Outcomes estimates that only about 15 percent of students with disabilities (or 1.5 percent of K–12 students in the United States) have disabilities so severe that they are taught using a different curriculum than that used for the majority of students and therefore require different assessments. The remaining 85 percent of students with disabilities are already included in large-scale assessments, some without accommodations or with minor accommodations that do not interfere with test validity (such as testing in a separate setting) and others requiring more significant adaptations (such as providing braille format or extended time for taking the test).

New assessment techniques such as portfolios are being developed and used in many areas of the United States. Such performance-based assessments, which rely on objective scoring rubrics, can address specific student goals. These techniques allow assessment to be embedded within instruction and allow a single assessment to cross several curriculum areas. When performance assessments are used in the classroom, a student's goals and objectives may be used to determine grading criteria. A national survey indicated that nearly 40 percent of teacher respondents used authentic assessment, performance assessment, or portfolio systems, with about 30 percent indicating that they made modifications in portfolio assessments for students with disabilities (Bursuck and others, 1993, as cited in Polloway and others, 1994).

It has been anticipated that special educators will assume an increasingly important role in developing grading policies and modifications for students with disabilities (Polloway and others, 1994). A survey of policies on classroom grading showed that of 146 school districts, 60 percent had a policy addressing modifications for students with disabilities. The most frequently cited grading modifications were those reflected in the student's IEP. For criterion-referenced tasks, many IEPs indicate a level of mastery

Costs of Inclusion

Inclusion requires a redistribution of resources, and its costs and cost savings vary from school district to school district, depending on how resources are currently used and which models of inclusive education are put in place. Here are some of the areas in which administrators have reported cost changes resulting from inclusion.

Areas in which districts might realize cost savings:

- Transportation costs.
- Hiring of teachers with dual licenses.
- Collaboration among teachers.
- Decreased special education referrals (fewer assessments/less administration).
- Out-of-district tuition payments.

Areas in which districts might see cost increases:

- Staff development.
- Hiring of additional paraprofessionals or special education staff.
- Updating of physical equipment.

In a 1994 policy paper for the Center for Special Education Finance entitled *Resource Implications of Inclusion: Impressions of Special Education Administrators at Selected Sites*, M. J. McLaughlin and S. H. Warren interviewed administrators in 12 districts and concluded that inclusion does not necessarily cost more than other modes of service delivery but that initial implementation of inclusion may require additional resources.

expected of a student (for example, 60 percent), which then governs the student's work responsibility to achieve a given grade (Polloway and others, 1994). Some districts use decisions generated by a committee, such as a pupil evaluation team, to determine appropriate grading modifications.

Using What We Already Know About Inclusion in a New Context

Years of research on the application of the LRE principle in IDEA have contributed to our knowledge of how to include students with disabilities more successfully in general education settings at all age levels. This research has guided what teachers and administrators need to know about curricular modifications and other accommodations, outcomes associated with including students with disabilities, their social acceptance by schoolmates, and support systems to strengthen inclusive practices.

Without the research conducted over the past 20 years on integrating students with severe disabilities (see, for example, Halvorsen and Sailor, 1990, and Sailor and others, 1989), creating inclusive schools that achieve better outcomes for all students would not be possible. The technology of individualized instruction developed by special educators—assessing academic skill levels, identifying social and behavioral needs, and organizing teams around individualized plans—is now seen as beneficial to all students (Ayres and Meyer, 1992). Students are viewed more and more not as separate groups—disabled and nondisabled—but as children with shared characteristics who vary on a wide range of attributes (Stainback and Stainback, 1984).

The inclusionary model is also firmly rooted in the research on effective teaching and effective schools (Shaw and others, 1990). This body of research supports such aspects of inclusive schools as high goals for student achievement, local autonomy, parent involvement, and collaborative management between teachers and principals.

In a 1994 study, the National Center on Educational Restructuring and Inclusion found that most inclusion programs are new, with few in existence for more than a couple of years, and described the process of implementing inclusion as "a developing art" (p. 27). Schools are now experimenting with methods for becoming more inclusive and with adopting specific strategies and techniques that support inclusion. Inclusion is a school-by-school process, a process of selecting and experimenting with techniques to see what will work in a particular context. (See "Considerations for Inclusive Schools" on p. 4.) The individualized supplementary aids and services required by each student must guide the school's implementation process.

"Inclusion is a school-by-school process, a process of selecting and experimenting with techniques to see what will work."

Instructional Practices in Inclusive Classrooms

Over the years, various methods for individualizing and delivering instruction and for sharing general education and special education expertise have been developed. In *Organizational, Instructional, and Curricular Strategies To Support the Implementation of Unified, Coordinated, and Inclusive Schools*, Schrag (1993) reviews research-based strategies for school organization, instruction, and student peer-support systems and discusses techniques for implementing them. Examples of these strategies follow.

Consultation

This strategy encourages collaboration among school personnel to meet students' special needs. It is "an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems" (Idol, and others, 1986; cited in Schrag, 1993). Inclusive schools use consultation to enable special and general education teachers to work together more effectively and to provide a forum for group problem solving.

Effective consultation programs depend on at least three skills—communication, problem solving, and appropriate assessment and use of instructional strategies—that could be implemented through a variety of techniques, including co-teaching, team teaching, and the use of consulting teachers (Schrag, 1993). Individual schools may select one or more strategies from this array based on characteristics of the local population and local instructional policies.

Gately and Gately (1993) have identified three stages that general education and special education teachers experience when co-teaching. Stage I is characterized by minimal communication and feelings of discomfort. In Stage II, communication becomes more open, and the rudiments of shared responsibility become evident. In Stage III, the collaborative stage, both educators communicate and interact openly, and teachers and students experience a high degree of comfort.

Educational Support Teams

In this strategy, three or four classroom teachers elected by the faculty meet weekly to help other teachers meet the needs of all of their students. One early example of this restructured resource allocation is the Teacher Assistance Team developed by Chalfont and Pysh (1981; cited in Schrag, 1993). Schools now employ a variety of student study and preassessment and referral teams. The teams identify specific problems that students are experiencing and help

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Learning Strategies for Inclusive Classrooms

As schools move toward more inclusive practices, there is encouraging evidence that certain instructional programs and strategies help support the development and achievement of almost all students. Some of these programs and strategies are sketched below.

Circle of Friends—This technique helps students develop friendships with their classmates. Classmates volunteer to be part of a student's circle, and the circle meets as a team on a regular basis. The teacher coordinates the circle and helps the group solve problems or concerns that arise. Students in the circle provide friendship and support so that no student is isolated or alone in the class.

ClassWide Peer Tutoring Program (CWPT)—CWPT involves whole classrooms of students in tutoring activities that improve achievement and student engagement, particularly for at-risk, low-income students. Having opportunities to teach peers appears to reinforce students' own learning and motivation, according to Charles R. Greenwood, the program developer.

Cooperative learning—This instructional strategy groups students of varying abilities into productive work teams to learn new material, prepare for tests, or carry out projects. Each student within the group is given an assignment such as researching a topic, recording answers, or encouraging contributions from every group member. Student progress is measured both individually and within the group. Cooperative learning is an important element of the Success for All program (see below). Robert Slavin has developed multiple cooperative learning approaches, including Team-Assisted Individualization (TAI) and Cooperative Integrated Reading and Composition (CIRC).

McGill Action Planning System (MAPS)—This planning process furthers the integration of children with disabilities into the school community, using teams that include the student, family members, friends, and general and special education personnel. Teams address questions such as the student's gifts and aspirations, and results are used to help develop the child's Individualized Education Program (IEP).

Peer buddy system—In this system, classmates serve as peer buddies (friends, guides, or counselors) to students who are experiencing problems. Variations are to pair an older student with a younger one who is experiencing a problem and to pair two students who are experiencing similar problems.

Reading Recovery—This early intervention program provides 30 minutes of daily tutoring for up to 20 weeks to first graders who are having trouble learning to read. Tutoring sessions include reading stories of varying degrees of familiarity, writing a story, and working with a cut-up sentence. The Reading Recovery teacher, who takes an intensive year-long course in the program, systematically records what the child is doing and uses these observations to design the next lesson. Most participants reach the average achievement range and do not need remedial help again. Reading Recovery was developed by New Zealand educator and psychologist Marie M. Clay.

Reciprocal teaching—In this instructional procedure, students learn to improve their reading comprehension by questioning, summarizing, clarifying, and predicting what is in the text. The best results are generally obtained when students receive direct instruction in the four cognitive strategies before they begin taking turns leading discussions about the text. The concept was introduced by A. S. Palincsar and A. L. Brown in 1984.

Success for All—This program is built around the idea that every child, including those in high-poverty areas, can and must succeed in the early grades and that learning problems can be prevented or corrected through early intervention, improved curriculum and instruction, individual attention, and support to families. The academic focus of the program is on developing writing and language arts skills and ensuring that students read at grade-level by the end of third grade. Program components include 90-minute reading periods, reading tutors, cooperative learning (see above), frequent assessments of reading ability, preschool and kindergarten programs, family support and integrated services, staff development, and school restructuring. Success for All was developed by Robert Slavin and others at the Center for Research on Effective Schooling for Disadvantaged Students at Johns Hopkins University in 1986 and piloted in Baltimore City Schools. It has since been replicated in many other school districts. Program results have included improvements in student reading performance and achievement and reductions in special education assignments and student retention.

teachers establish instructional and behavioral programs for children with learning or behavioral problems within general education classrooms.

Instructional Delivery

There are many techniques for delivering instruction, and those chosen by a school may reflect a philosophy about what should be taught or a body of research that supports a particular instructional approach (Schrag, 1993). Instructional programs and strategies that show promise in improving student achievement are highlighted in "Learning Strategies for Inclusive Classrooms" above. In addition, the National Association of State Boards of Education offers two helpful publications that address teaching strategies: *Winners All* (Kysilko, 1995) and *Winning Ways* (Roach and others, 1995).

The Adaptive Learning Environments Model, which combines a prescriptive learning component with open-ended, exploratory learning approaches, is one set of inclusive strategies for children with learning disabilities and related mild disabilities that affect learning (Wang and Zollers, 1990). Other instructional models include curriculum-based instruction that allows teachers to adjust their instruction according to

a student's progress, direct instruction, mastery learning, and reciprocal teaching. Peer support methods frequently used in inclusive classrooms include peer and crossage tutoring, cooperative learning, Circle of Friends, peer buddies, and the McGill Action Planning System (Vandercook and others, 1989).

Curriculum Adaptation

Teachers have shown increased interest in adapting a single curriculum to meet individual needs. Indeed, many good teachers have always individualized, to some extent, their instruction to students. An entire body of literature exists on techniques for adapting instruction and processes through which individualizing can be achieved. Klumb (1992), for example, reviewed the literature to identify 8 models and 28 principles for modifying instruction to better meet the needs of students with disabilities and students at risk. The steps to adapting materials encompass:

- Understanding the learning needs and characteristics of the student.
- Determining the teacher's instructional needs.
- Comparing these learning and instructional needs to teaching materials to see if content, instructional techniques, or settings require modification.
- Determining specific modifications to teaching materials.
- Modifying the materials.
- Conducting ongoing evaluation as the materials are used.

Typical adaptations include using organization aids such as preorganizers, overviews or highlighting, and chapter or section summaries; reducing reading levels or otherwise changing vocabulary; and changing the medium through which information is conveyed (for example, using tape recordings or computer disks).

No matter which strategies a district selects to support its goals for inclusion, staff development must be a priority. Inservice training should be based on the school's goals and the training that each staff member will need to meet those goals and respond to the specific needs of the students in his or her class.

"An inclusive school has a philosophy and a vision that all children belong and can learn in the mainstream of school and community life."

Characteristics of Inclusive Schools

Given the individuality of inclusive schools and the abundance of strategies and techniques they may use to support inclusion, what do these schools have in common? The Working Forum on Inclusive Schools, a consortium of 10 national educational associations[1] committed to providing information about the range of inclusive school issues, problems, and solutions, identified the following characteristics of inclusive schools in its 1994 report, *Creating Schools for All Our Students: What 12 Schools Have To Say:*

- **A sense of community.** An inclusive school has a philosophy and a vision that all children belong and can learn in the mainstream of school and community life. Diversity is valued and celebrated for bringing strength and opportunities for learning. Within an inclusive school, everyone belongs, is accepted, and is supported by peers and adults in the school. This sense of community helps each child develop a sense of self-worth, pride in accomplishment, and mutual respect.
- **Leadership.** An inclusive school's principal plays a crucial role by actively involving all of the school's staff in planning and carrying out the strategies that make the school successful.
- **High standards.** An inclusive school gives all children the opportunity to achieve high educational outcomes. Levels of achievement, instructional content, and the manner in which instruction is delivered reflect each student's needs.
- **Collaboration and cooperation.** An inclusive school encourages students and staff to support one another through collaborative arrangements such as peer tutoring, buddy systems, cooperative learning, team teaching, co-teaching, and teacher-student assistance teams.
- **Changing roles and responsibilities.** An inclusive school changes the old roles of teachers and school staff. Teachers lecture less and assist more, school psychologists work more closely with teachers in the classroom, and every person in the building is an active participant in the learning process.
- **An array of services.** An inclusive school offers its students access to an array of health, mental health, and social services, all coordinated with the educational staff.
- **Partnership with parents.** An inclusive school embraces parents as equal and essential partners in the education of their children.

[1] The Working Forum on Inclusive Schools includes the American Association of School Administrators, the American Federation of Teachers, The Council for Exceptional Children, the Council of the Great City Schools, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Association of State Boards of Education, the National Association of State Directors of Special Education, the National Education Association, and the National School Boards Association.

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- **Flexible learning environments.** Children in an inclusive school do not move in lock steps but rather follow individual paths to learning. Groupings are flexible, and material is presented in concrete, meaningful ways that emphasize participation. Although there is less reliance on programs that pull children out of classrooms, there are opportunities for children to receive separate instruction if needed.
- **Strategies based on research.** An inclusive school incorporates ideas from research on how people learn to help teachers be more effective. Practices that have emerged and are now applied in inclusive schools include cooperative learning, curriculum adaptation, peer tutoring, direct instruction, reciprocal teaching, social skills training, computer-assisted instruction, study skills training, and mastery learning.
- **New forms of accountability.** An inclusive school relies less on standardized tests, using new forms of accountability and assessment to make sure each student is progressing toward his or her goal.
- **Access.** In an inclusive school, all students participate fully in school life because the building is modified as necessary and appropriate assistive technology is made available.
- **Continuing professional development.** An inclusive school enables staff to develop professionally so that they continuously improve the knowledge and skills they employ to educate students.

Together, these principles form a high standard for schools to work toward. Schools need not wait, however, until all of these conditions are met before beginning to adopt inclusive practices. Many changes can be made on an ongoing basis.

Supporting Inclusion in Schools

Certain support systems and practices are commonly found in schools in which successful inclusion has occurred. They encompass attitudes and beliefs, services and physical accommodations, school support, collaboration, and instructional methods.

Attitudes and Beliefs

In schools with inclusive classrooms, teachers believe that every student can succeed, and all school personnel accept responsibility for the learning outcomes of students with disabilities. To foster this commitment, a school must develop a mission statement that reflects the school community's values and recognizes students with disabilities. Second, a school must establish an accountability system that includes all educational programs. As McLaughlin and Warren (1992) note: "Knowing what the outcomes are for students with disabilities and who is responsible for those outcomes builds trust among special educators, parents, and the regular education sy[illegible]" (p. 11).

School personnel and students in the general education classroom must be prepared to receive students with disabilities. For teachers, preparation involves becoming aware of the students' specific disabilities as well as their strengths, weaknesses, and special educational needs. For students, preparation may involve disability awareness activities or teaching units designed to look at individual differences and disabilities. For students with disabilities transferring to a general education class, preparation may involve transenvironmental programming, combined with other instructional techniques (such as reciprocal teaching) selected by the special education teacher.

Services and Physical Accommodations

Most schools with successful inclusion practices work with families to ensure that the services students with disabilities need—such as health care and physical, occupational, and speech therapy—are provided. It is not necessary for inclusive schools to be state of the art in every aspect, but they should work toward making accommodations or additions to the physical plant and equipment, including toys, building and playground facilities, learning materials, and assistive devices. For example, curb cuts, ramps, elevators, reasonable hallway widths, and accessible bathrooms and drinking fountains help accommodate students using wheelchairs; braille signs and audio or computer learning materials provide learning opportunities for students who are blind; calculators and word processors may aid students with learning disabilities; and augmentative communication devices encourage participation by students with severe speech impairments. (See "Costs of Inclusion" on p. 5.)

School Support

The principal of a school in which inclusion is successfully implemented understands the needs of students with disabilities and ensures that adequate numbers of personnel, including aides and support personnel, are available. He or she makes staff assignments based on the number and needs of students with disabilities in a class, taking into account the time needed for staff members to plan together. The principal aids staff in reconceptualizing special education as a set of supports that enable all students to succeed, rather than as a program designed only for certain students in a segregated setting. Adequate staff development and technical assistance are provided in response to the needs of school personnel. Such support may include information on disabilities, training in new instructional methods, awareness and acceptance activities for students, and emphasis on team-building skills.

Inclusive schools have established appropriate policies and procedures for monitoring individual student progress, including grading and testing. Accommodations for assessments may be linked to the student's IEP; for example, the student may be tested in the same manner in which he or she received instruction and on the same content. Grading criteria may be referenced to the student's IEP goals and objectives.

Collaboration

In schools committed to inclusion, special educators are part of the instructional or planning teams, and teaming approaches are used for problem solving and program implementation. General educators, special education teachers, and other specialists collaborate through such means as co-teaching, team teaching, and teacher assistance teams.

Instructional Methods

Teachers in inclusive schools are knowledgeable about selecting and adapting curricula and instructional methods according to individual student needs. They are flexible in the instructional arrangements they employ and may use team teaching, cross-grade grouping, peer tutoring, and teacher assistance teams. Teachers also foster a cooperative learning environment and promote socialization through strategies such as peer buddies and Circle of Friends.

Conclusion

As schools move toward including more students with disabilities in general education classrooms, they need to reconsider every aspect of schooling, from how educators and students interact to administrative, physical, and logistical operations and the allocation of financial resources. Teachers need planning time, ongoing support, and professional development, and students with disabilities need supplemental aids and services. Even so, the general education classroom may not be the most appropriate placement for every student with disabilities. Inclusion is a work in progress. Research and practice will guide further efforts to improve teaching and learning for all our students.

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THE ERIC Review

Inclusion and the Individuals with Disabilities Education Act

On November 23, 1994, the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), released a memorandum to the Chief State School Officers with questions and answers on the least restrictive environment (LRE) requirements of the Individuals with Disabilities Education Act (IDEA) in relationship to the issue of inclusion. The memorandum, signed by Judith E. Heumann, Assistant Secretary, OSERS, and Thomas Hehir, Director, Office of Special Education Programs, continues to guide policy on this topic as IDEA is being reauthorized. Excerpts are provided below.

▶ What are the LRE requirements of Part B of IDEA?

The Individualized Education Program (IEP), which contains the statement of the special education and related services to meet each disabled student's unique needs, forms the basis for the entitlement of each student with a disability to an individualized and appropriate education. IDEA further provides that states must have in place procedures assuring that "to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

▶ Does IDEA define the term "inclusion"?

IDEA does not use the term "inclusion"; consequently, the Department of Education has not defined that term. However, IDEA does require school districts to place students in LRE. LRE means that, to the maximum extent appropriate, school districts must educate students with disabilities in the regular classroom with appropriate aids and supports, referred to as "supplementary aids and services," along with their nondisabled peers in the school they would attend if not disabled, unless a student's IEP requires some other arrangement. In implementing IDEA's LRE provisions, the regular classroom in the school the student would attend if not disabled is the first placement option considered for each disabled student before a more restrictive placement is considered.

▶ Does IDEA define the term "supplementary aids and services"?

No. While determinations of what supplementary aids and services are appropriate for a particular student must be made on an individual basis, some supplementary aids and services that educators have used successfully include modifications to the regular class curriculum, assistance of an itinerant teacher with special education training, special education training for the regular teacher, use of computer-assisted devices, provision of notetakers, and use of a resource room.

▶ If a determination is made that a student with a disability can be educated in regular classes with the provision of supplementary aids and services, can school districts refuse to implement the student's IEP in a specific class because of the unwillingness of a particular teacher to educate that student in his or her classroom or the teacher's assertion that he or she lacks adequate training to educate that student effectively?

Under IDEA, lack of adequate personnel or resources does not relieve school districts of their obligations to make a free, appropriate public education available to each disabled student in the least restrictive educational setting in which his or her IEP can be implemented. However, placement in a particular regular class based on the qualifications of a particular teacher is permissible. The Department encourages states and school districts to develop innovative approaches to address issues surrounding resource availability. Factors that could be examined include cooperative learning, teaching styles, physical arrangements of the classroom, curriculum modifications, peer-mediated supports, and equipment.

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▶ What are the permissible factors that must be considered in determining what placement is appropriate for a student with a disability? Which factors, if any, may not be considered?

The overriding rule in placement is that each student's placement must be individually determined based on the student's abilities and needs. In determining if a placement is appropriate under IDEA, the following factors are relevant:

- the educational benefits available to the disabled student in a traditional classroom, supplemented with appropriate aids and services, in comparison to the educational benefits to the disabled student from a special education classroom;
- the nonacademic benefits to the disabled student from interacting with nondisabled students; and
- the degree of disruption of the education of other students, resulting in the inability to meet the unique needs of the disabled student.

However, school districts may not make placements based solely on factors such as the category of disability, severity of disability, configuration of delivery system, availability of educational or related services, availability of space, or administrative convenience.

▶ To what extent is it permissible under IDEA for school districts to consider the impact of a regular classroom placement on those students in the classroom who do not have a disability?

IDEA regulations provide that in selecting LRE, consideration is given to any potential harmful effect on the student or on the quality of services that the student needs. If a student with a disability has behavioral problems that are so disruptive in a regular classroom that the education of other students is significantly impaired, the needs of the disabled student cannot be met in that environment. However, before making such a determination, school districts must ensure that consideration has been given to the full range of supplementary aids and services that could be provided to the student in the regular educational environment to accommodate the unique needs of the disabled student.

While IDEA regulations permit consideration of the effect of the placement of a disabled student in a regular classroom on other students in that classroom, selected findings from federally funded research projects indicate that (1) achievement test performance among students who were classmates of students with significant disabilities were equivalent or better than a comparison group (Salisbury, 1993); (2) students developed more positive attitudes towards peers with disabilities (California Research Institute, 1992); and self-concept, social skills, and problem-solving skills improved for all students in inclusive settings (Peck, Donaldson, and Pezzoli, 1990; Salisbury and Palombaro, 1993).

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Office of Special Education Programs

The U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), supports programs that assist in educating children with special needs through its Office of Special Education Programs (OSEP). OSEP currently funds more than 1,200 projects in 18 programs authorized by federal legislation. These programs are listed below. The formula grant programs provide funding to states on the basis of a child count or census data. The discretionary programs award funds on a competitive basis to state and local agencies, universities, and other appropriate organizations and entities.

Formula Grant Programs

- State Grants Program for Children with Disabilities
- Preschool Grants Program
- Infants and Toddlers with Disabilities

Discretionary Programs

- Regional Resource and Federal Centers
- Services for Children with Deaf-Blindness
- Program for Children with Severe Disabilities
- Early Education Program for Children with Disabilities
- Postsecondary Education Program
- Secondary Education and Transitional Services for Youth with Disabilities
- Clearinghouses for Individuals with Disabilities
- Captioned Films, Television, Descriptive Video, and Educational Media for Individuals with Disabilities
- Native Hawaiian Special Education Program
- Special Studies Program
- Program for Children and Youth with Serious Emotional Disturbance
- Research in Education of Individuals with Disabilities
- Technology, Educational Media, and Materials for Individuals with Disabilities
- Training Personnel for the Education of Individuals with Disabilities
- Parent Training

The items on this list are linked on the Internet (http://www.ed.gov/offices/OSERS/OSEP) to descriptions that provide further information about the programs, key federal staff, funding levels, authorizing legislation, and activities supported in fiscal year 1995.

Visit the

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Inclusion: It's Not All Academic

by Barak Stussman

When I learned that this issue of *The ERIC Review* would be on the topic of inclusion, I knew I wanted to play a part in framing it. I had been involved in collecting resources for other issues of *The ERIC Review*, but I have a personal stake in this one.

One thing people notice about me is that I talk and move a bit more slowly than normal because I have mild cerebral palsy. I was born with this condition; for some reason, I stopped breathing soon after birth. Although the nurse immediately put me in an incubator, the damage had already taken place. My brain had been deprived of oxygen, so a section of it does not work. But the brain is an amazing organ—other sections have taken over the functions I lost after birth. My experience with cerebral palsy is not what I want to talk about, though. Indeed, as I hope to convey in this article, it has not been a major focus in my life.

In my job as the technology coordinator at ACCESS ERIC, the systemwide reference and referral component of the ERIC system, I maintain Internet Gopher and World Wide Web sites, work with commercial online services, and handle information calls on the toll-free line. On the personal side, while I hate to sound clichéd, I feel I am living the American dream—married, with two cars, two kids, and a mortgage on a townhouse. Okay, we don't have a white picket fence, but what do you expect in suburban Washington, D.C.?

I have degrees in political science and library science, which may shock some of my elementary school teachers because I was in a separate special education program from first to fifth grade. After that, I went to "regular school," or in the terminology of the early 1970s, I was "mainstreamed." I had very different academic experiences in these two settings, and if it weren't for "regular school," I don't think I'd be where I am today.

I started first grade in the special education section of the Peck Place School in a suburb of New Haven, Connecticut. Peck Place School was the newest of the five schools in town, with one wing reserved for special education classes for kids from all over town. My sister went to our neighborhood school, Race Brook, which had no special education program.

If I remember correctly, there were three different classes in the special education section, representing the grades one through six. I have copies of my report cards from those years, but it is hard to correlate any specific report card to any specific grade level because in the space where grade is indicated, the words "Individualized Program" appear. By the time I was in fourth grade in the special education program, I was attending art and math classes in the "regular" section of Peck Place. After completing fifth grade in the special education program, I repeated fifth grade in our neighborhood school. In fact, because I was held back, I ended up in the same grade as my sister, although we were placed in different classrooms.

Like most people, I don't remember much about my first few years in school. Most of my memories are from the last 2 years in special education. I remember becoming unhappy about school then. I think I was at the age when I began to realize I was separated from the "regular" kids. I can remember that during lunch the special ed kids and the "regular" kids ate at separate lunch tables, and all the special ed kids were herded onto the G–12 bus. The incident that sticks out in my mind involved a kid named Jimmy, who was in another special ed classroom but lived in my neighborhood. One morning at the bus stop, Jimmy told me that he was going to start going to the neighborhood school with the "regular" kids. I can remember the sadness I felt that it was not me.

From that point on, I began to be aware that I wasn't in the right place. Because I was good in mathematics,

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I was assigned to "regular" math class and did well there. But in reading and other subjects, my grades started to plummet. My parents felt this was because I was not being challenged enough academically. Two of my classmates in the second classroom were not in school to learn. Looking back, I am sure they were labeled as having attention deficit disorder, but at the time I just felt that the teacher was preoccupied with them. I remember having a substitute teacher one day. During individual reading, I raised my hand and asked her what a word meant. I remember her saying, "Come on, you know that word." But I didn't, because we didn't have vocabulary lessons like kids in the "regular" classrooms.

I remember the evening my parents asked me if I wanted to go into "regular" class. Before we decided, my parents and the school psychologist sent me to an independent psychologist to talk about my feelings about this change. One of the things this psychologist asked me was what kind of animal I would want to be. I answered, "A monkey, because I could swing from tree to tree." All in all, I felt ready to be "mainstreamed" and did not need a psychologist to help me understand the transition.

In the fall semester of 1978, at the age of 11, I began to attend the school in my neighborhood and be with my sister and the kids I hung around with in the afternoon. When I entered the fifth grade, I stayed with the class for every subject except reading. For that, I went to a special instructor who worked with me on reading skills and comprehension. At the beginning of fifth grade, I read at the second-grade level. By the end of sixth grade, I was reading at grade level. In seventh and eighth grades, I did not have any special classes, although I did receive speech lessons and could receive assistance in the junior high resource room, which had an open-door policy. I see from my scrapbook that I had an Individualized Education Program. It indicates that my one and only need was "to improve performance in all content areas through resource room support on an as-needed basis through small group instruction." The only subject I was excused from was the foreign language requirement.

After the eighth grade, my family moved to southern California. I entered the freshman class of Westlake High School in the college preparatory program. I guess that by then I must have conquered my reading difficulties because I was on the school newspaper staff. I still have a story I did on Martin Luther King's birthday being recognized as a national holiday.

"The only way other people can feel comfortable about any difference is through education."

When I was in 11th and 12th grades, my family lived in Israel. The first year, my sister and I lived on a kibbutz and attended a boarding school. We went to class for 5 days and then worked on the farm on the sixth day. All the course work was in English, and all the credits we earned were transferable. During our second year in Israel, we went to the American International School in Tel Aviv, a school attended by the children of diplomats and United Nations personnel. I did not have an Individualized Education Program or any specialized learning instruction in either school. The only device I used that might be termed "adaptive" was a portable typewriter. Without that typewriter, and later, computers, I don't think I could have advanced to where I am today.

I started college at Humboldt State University in northern California in the fall of 1986. As luck would have it, I was placed in the freshman dormitory with people I had met during the summer orientation. About a week after classes had started, a new friend, Steve, stopped me in the hall to ask, "What's up with your voice?" This is the situation I dread most when moving, starting a new job, or meeting new people. I don't want to say "Hi, my name is Barak Stussman. Oh, and by the way, the reason I talk slowly is that I have cerebral palsy." My dilemma is that while I don't want my voice to be a stumbling block to meeting people, I also don't want people to feel uncomfortable talking about my difference. I am at ease with my difference from the mainstream and believe the only way other people can feel comfortable about any difference is through education.

Although I have never said so, I thank Steve for being bold enough to come out and ask me that question. After that, I made it a point to tell new people about my condition whenever I saw the opening. For example, in the public speaking class I took that semester, we were required to make an informative speech. I chose to do mine on cerebral palsy. That way, I got the subject out in the open, and people saw that I was not uncomfortable with it, so there was no reason for them to be.

Besides affecting my speech, cerebral palsy affects the speed at which I write. That brings me to my second most dreaded situation—the moments after the first day of each college class when I would go up to the professor and tell him or her about myself. This was necessary because I needed to request extra time for testing. At Humboldt I took tests at a different time than the other students. I arranged to go to the teacher's office and take them without having to worry about the clock or the speed at which I was writing. I often brag to friends that I type faster than I write. I have been clocked typing at 30 words per minute.

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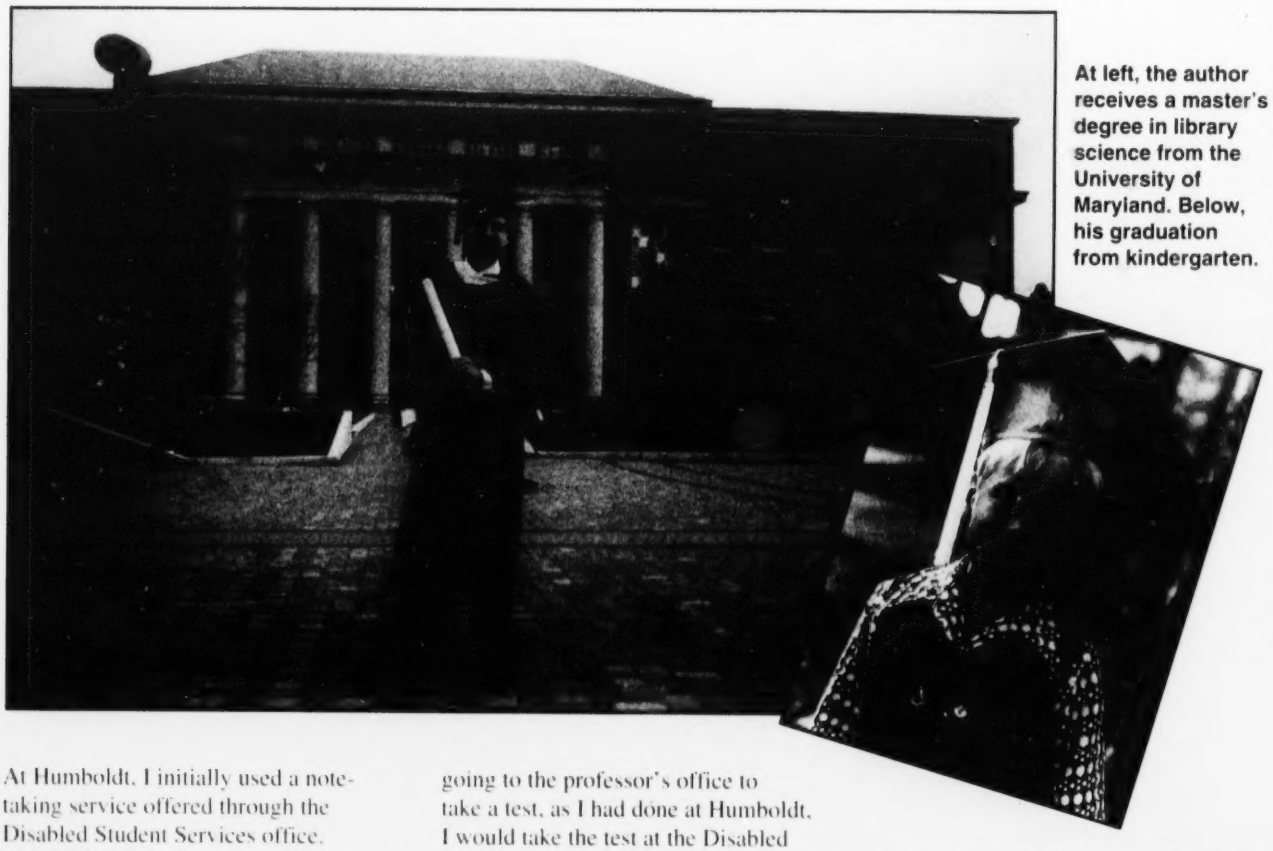

At left, the author receives a master's degree in library science from the University of Maryland. Below, his graduation from kindergarten.

At Humboldt, I initially used a notetaking service offered through the Disabled Student Services office. A notetaker came into class with me and took notes. During class I would take notes along with the notetaker. When studying for an exam, however, I found I was relying on my notes more than on the notetaker's. Even though the notetaker's were more complete, I could remember what the professor had said on a certain topic by referring to my keyword notes. After a semester, I decided I did not need this service and cancelled it. Another reason I discontinued the service was that I felt awkward about it. When I met new people in class, I had to explain about the person who was taking notes for me. I felt it set me apart.

As a junior, I participated in an exchange program at the University of Maryland in College Park in order to continue my political science studies near Washington, D.C. When I found the Disabled Student Services office on campus, I learned that instead of going to the professor's office to take a test, as I had done at Humboldt, I would take the test at the Disabled Student Services office.

At the university, I quickly realized that I did not know anyone, and the only way to rectify that situation was to do something besides academics that would help me meet people. So I joined a bowling league. My average bowling score—76—is almost as impressive as my typing speed. Luckily, however, my teammates were not that competitive, and I actually met my wife through bowling.

After finishing my final year at Humboldt, I returned to Maryland and landed a job in inventory management. Very soon I saw that this would not be a satisfying career path. I obtained a graduate degree at the University of Maryland and began putting my education to use, first at the Center for Substance Abuse at the University of Maryland, and now at ACCESS ERIC.

Through my experiences, I have learned many things, some of which I would like to convey to educators and parents of children with special needs. First of all, do not limit children. If children do not perceive barriers, they will amaze you with what they are capable of doing. With no academic knowledge in this field, but a lot of firsthand experience, I believe it is more natural to include a child with a disability in a "regular class" and, if necessary, pull him or her out for one or two subjects rather than the other way around. In the future, with the advent of new technology and the implementation of the Americans with Disabilities Act, adults will have to deal with people of different limitations. I believe the public school system should be a microcosm of the "real world." Education is more than just what you learn in books and are told by the teacher. Education is learning how to interact with others.

Inclusive Education in Practice

by Karen Irmsher

Proponents of full inclusion argue for a presumption of placement in a regular classroom with adequate supports if necessary. They say no evidence shows that removing students with disabilities from the mainstream and putting them into special classes or schools is an advantage for them (Reynolds, 1989). Placement in a classroom of same-age peers is advantageous for the development of social skills, along with language and communication skills. It provides students with disabilities the opportunity to build friendships with other children in their community, and it fosters among all children an appreciation for diversity.

The Arguments Against

Few argue with the benefits of being more inclusionary than we have in the past. But conflict arises when it comes to implementation—the practical considerations of actually providing all the needed training and supports in the classroom and of presuming regular classroom placement for every child. Many people think there are valid reasons for the segregation of certain youngsters for some period of their education, if not its entirety.

Numerous advocacy groups for children with disabilities object to making classroom placement the only option. Some fear that children will lose the range of services now available to them. Others question the appropriateness of a regular classroom placement for students with severe emotional and behavioral disorders. Parents of non-disabled children worry that the time teachers spend preparing for the needs of disabled students will decrease the energy they have for teaching the rest of the class. And some teachers feel unwilling to teach students with disabilities.

When Inclusion Is Implemented

Thousands of districts throughout the United States, and in other countries as well, have spent the last two decades learning through trial and error. In general, inclusion has been most successful when it is an integrated part of an overall restructuring effort (Dianne Ferguson, telephone interview, March 1995). When inclusion fails, the major reasons given are inadequate preparation, training, and support (Friend and Cook, 1993). Three other major complaints are teacher burnout, a lack of basic life-skills training, and parents (of students both with and without disabilities) who are angry because they don't feel their children are getting what they need to maximize their learning potential.

Current Practices in Selected Oregon Schools

While the state of Oregon is not a leader in the movement toward more inclusionary practices, neither is it a slacker. Individual districts span the entire spectrum. Interviews with staff at selected Oregon schools provide snapshots of inclusionary education in the mid-1990s.

Tigard-Tualatin School District. "We no longer have separate programs for each disability," said Russell Joki, superintendent of the Tigard-Tualatin School District. "We don't break up our services like that any more: learning disabled, reading, severely handicapped, EMR [educable mentally retarded]. Now each building has two specialists, with resource rooms as their base of operations. Students all go to their home schools, unless their parents choose otherwise. Some students are in that class all day, while others do as much as possible there and then go to another school environment to work on IEP [Individualized Education Program] goals and objectives."

The roles of the principals, classroom teachers, instructional assistants, and special education teachers have changed. Principals are more involved in placement decisions and with parents of

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This article is condensed from Karen Irmsher's *Inclusive Education in Practice: The Lessons of Pioneering School Districts*, Oregon School Study Council Bulletin, February 1995, Vol. 38, No. 6, available for $8 from Oregon School Study Council, 5207 University of Oregon, Eugene, OR 97403–5207, 800–438–8841.

severely disabled children. Classroom teachers are working directly with special education students. Teachers have become much more aware of how regular education skills and special education skills can combine to enhance learning for all students (Kelley Popick, telephone interview, December 1994).

Bohemia Elementary School, South Lane School District. Linda Randall, who teaches at Bohemia Elementary School, was one of the first teachers in her district to accept placement of severely disabled students in her classroom. Those students fit in well, and Randall has included students with disabilities in her classroom ever since.

The secret to success, according to Randall, is that the classroom teacher has to want to do it. And there has to be support for the teachers, either emotional or physical. They also need planning time with the people who are supporting them. It helps to have training, but Randall thinks it is also valuable to just jump in and try things.

Eugene Public Schools. Cindy Stults, coordinator of the district's Educational Support Services, said that the district has made great strides toward becoming more inclusionary. It is committed to offering a continuum of services for youngsters, to looking at each individual child and seeing what's appropriate. For the most part, instruction and specialized help take place in the general education classroom, with disabled students working alongside general education students.

Buckingham Elementary School, Bend-LaPine School District. Marion Morehouse, principal of Buckingham Elementary School, divided his school into four smaller schools or "ranches." Each ranch has five classrooms, most of them multiage. Ideally, each child will stay in the same ranch for the full 5 years.

Textbooks no longer form the subject matter core. While students may be working on the same topic, their assignments often differ, so students with special needs aren't singled out. Each reading teacher covers two ranches. They pull kids out of classrooms to work with them at little tables scattered around the school.

Lynch View Elementary School, Centennial School District. In the 1992–93 school year, Lynch View Elementary went to multilevel (two or three grades combined) classrooms. Only students who lived in the neighborhood remained at Lynch View, where they were integrated into regular classrooms. The special education teacher stayed on, working with teachers in the classrooms and serving as a resource.

> ***"Inclusion has been most successful when it is an integrated part of an overall restructuring effort."***

The 1993–94 school year marked the closing of the resource room. The special education teacher became a classroom teacher and the learning disabilities teacher assumed the role of building consultant, working in the classrooms with teachers and students (Susan Coady, telephone interview, January 1995).

Ontario School District. All except the very severely disabled children had been attending classes in Ontario neighborhood schools since 1977, but students were served and often placed according to label: trainable mentally retarded (TMR), migrant, learning disabled, and so forth. Programs for the varied categories of severely disabled were spread out all over the county.

By 1991, all students, with the exception of 12 TMR students, were attending their neighborhood schools. Soon after that, the remaining 12 were integrated. Instructional assistants can now be utilized to support students throughout the school, label or no label. Staff development time has increased dramatically.

Issues of Funding

In 1994, the Center for Special Education Finance polled all 50 states to assess, among other things, their perspectives on federal funding policy. By far, the states' greatest concern was the failure of the federal government to meet the early promises of federal support under the Individuals with Disabilities Education Act. Some states expressed concern that current federal funding provisions run counter to inclusionary efforts. Many people believe federal funding formulas should be reformed.

Conclusion

The move toward inclusion is and will continue to be a growing trend. Almost everyone recognizes the value in more fully integrating individuals with disabilities into public schools and regular classrooms. The most heated controversy centers on how inclusion is implemented and whether full inclusion should be the only option. Many educators believe that inclusion is most effective when the integration of special-needs students is coupled with a broader restructuring that includes multiaged classrooms.

References

Center for Special Education Finance. 1994. "Finance in an Inclusive System: Report from the National Association of State Boards of Education." *CSEF Brief* 4.

Friend, M., and L. Cook. 1993. "Inclusion: What It Takes To Make It Work, Why It Sometimes Fails, and How Teachers Really Feel About It." *Instructor* 103 (4): 52–56.

Ontario School District 8C. 1994. "Rural School Rallies Behind Inclusion." Draft of an article written for *Inclusive Education Programs*.

Reynolds, M. C. 1989. "An Historical Perspective: The Delivery of Special Education to Mildly Disabled and At-Risk Students." *Remedial and Special Education* 10 (6): 7–11.

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Selected Inclusion Resource Organizations

California Research Institute on the Integration of Students with Severe Disabilities
San Francisco State University
14 Tapia Drive
San Francisco, CA 94132
415–338–7847 or 7848
800–735–2922 (California Relay Service for people with deafness or hearing impairments)

This research center offers a free catalog that describes research and scholarly publications available on integration and inclusion of students with severe disabilities.

Center for Special Education Finance (CSEF)
American Institutes for Research
P.O. Box 1113
1791 Arastradero Road
Palo Alto, CA 94302
415–493–3550
Web: http://lists.air-dc.org/csef_hom/index.html

CSEF was established to address a comprehensive set of fiscal issues related to the delivery and support of special education services to children throughout the United States. Its mission is also to provide information needed by policy makers to make informed decisions regarding the provision of services to children with disabilities and to provide opportunities for information sharing regarding critical fiscal policy issues.

Center on Human Policy
200 Huntington Hall
Syracuse, NY 13244–2340
315–443–3851
Web: http://web.syr.edu/~thechp/

Sponsored by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, National Institute on Disability and Rehabilitative Research, and the New York State Department of Health, this center promotes the integration of individuals with disabilities into the mainstream of society, collects information on promising practices in community integration, and assists in the creation of exemplary programs. It disseminates information on laws, regulations, and programs affecting children and adults with disabilities to families, health care professionals, education agencies, university/college faculty, and other interested individuals. Offerings include curriculum guides, training, technical assistance, seminars, and workshops. Write to request the center's packet of materials on inclusion, which includes sample case studies, reprints of chapters and articles, a list of important factors in inclusion, and a bibliography.

Consortium on Inclusive Schooling Practices
Allegheny-Singer Research Institute (ASRI)
Child and Family Studies Program
320 East North Avenue
Pittsburgh, PA 15212
412–359–1600
800–654–5984 (Pennsylvania Relay Service for people with deafness or hearing impairments)
Web: http://www.asri.edu/CFSP/brochure/abtcons.htm

This project involves ASRI, San Diego State University, and the National Association of State Boards of Education in a collaborative effort to build the capacities of state and local education agencies to provide education services for children with severe disabilities in general education classrooms. ASRI is currently using two electronic approaches to provide technical assistance to states, programs, and individuals involved in the development of inclusive educational and community supports. The focus is on systemic reform rather than changes in special education. California, Missouri, New Mexico, and Pennsylvania are the pilot states. The consortium is funded by the U.S. Department of Education, Office of Special Education Programs.

Disability Rights Education and Defense Fund, Inc.
2212 Sixth Street
Berkeley, CA 94710
510–644–2555

This organization promotes the full integration of people with disabilities into the mainstream of society; provides training, information, and legal advocacy to parents of children with disabilities to help them secure the education and services guaranteed by law; and provides education to legislators and policy makers on issues affecting the rights of people with disabilities. Services include information dissemination, training, expert banks, seminars, workshops, and speaker bureaus.

Selected Inclusion Resource Organizations

ERIC Clearinghouse on Disabilities and Gifted Education
The Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 20101–1589
800–328–0272
703–620–3660 (TTY)
Web: http://www.cec.sped.org/ericec.htm

This clearinghouse collects, abstracts, indexes, and disseminates education information focusing on all aspects of the education and development of children with disabilities or giftedness, including prevention, identification, assessment, intervention, and enrichment in special settings and within the mainstream. It provides reference and referral services, database searches, and search strategy consultation; produces information analysis products; and disseminates ERIC products, such as digests, information packets, and brochures. CEC, the clearinghouse's host organization, includes 17 membership divisions and offers publications, workshops, and conferences on topics such as communication disorders, behavioral disorders, and administration of special education.

Institute on Community Integration
University of Minnesota
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
612–624–4512 (publications)
612–624–6300 (general information)
Web: http://mail.ici.coled.umn.edu/ici

This institute conducts more than 60 projects that provide training, services, consultation, research, and information dissemination to support the independence of citizens with disabilities and their social integration into the mainstream of community life. Inclusion is addressed in newsletters, resource guides, training manuals, research reports, curricula, and brochures.

National Association of State Directors of Special Education
1800 Diagonal Road, Suite 320
Alexandria, VA 22314
703–519–3800

This professional society of state directors and consultants, supervisors, and administrators who administer statewide special education programs supports the efforts of state agencies to improve educational outcomes for individuals with disabilities.

National Center for Youth with Disabilities
The National Resource Library
University of Minnesota
Box 721
420 Delaware Street SE
Minneapolis, MN 55455
612–626–2825
Web: http://www.peds.umn.edu/centers/ncyd

Sponsored by the U.S. Department of Health and Human Services, Bureau of Maternal and Child Health, this center serves to heighten awareness of the needs of youth with disabilities. It fosters coordination and collaboration among agencies, professionals, parents, and youth in planning and providing services and promotes the sharing and dissemination of current program and research information among policy makers, librarians, health care professionals, parents, education agencies, and handicapped/disabled individuals. The center maintains a computerized database and provides information about adolescents with chronic illnesses and disabilities. It sponsors meetings and conferences; disseminates newsletters, fact sheets, monographs, topical publications, and annotated bibliographies; and provides online search services, referrals, and technical assistance.

National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455
612–626–1530
Web: http://www.coled.umn.edu/nceo/

This research group collects and evaluates information on how state assessments and national standards affect students with disabilities. It studies how alternative testing accommodations and adaptations can be made for these students; provides scholarly publications; and works to build consensus among state directors, educators, and parents on what domains of educational outcomes are of importance to all students.

National Center on Educational Restructuring and Inclusion (NCERI)
Graduate School and University Center
City University of New York
33 West 42nd Street
New York, NY 10036–8009
212–642–2656

NCERI is concerned with inclusion of students with disabilities within the context of broad educational restructuring. It addresses issues of national and local policy; disseminates information about programs, practices, evaluation, and funding; provides training and technical assistance to school districts and state departments of education; and conducts research. NCERI is building a network of inclusion districts and maintains a database of individuals with expertise in inclusion. Write to request its quarterly newsletter, *NCERI Bulletin*.

National Center To Improve Practice in Special Education (NCIP)
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02158–1060
617–969–7100, Ext. 2387
617–969–4529 (TTY)
E-mail: ncip@edc.org
Web: http://www.edc.org/FSC/NCIP/

NCIP seeks to improve educational outcomes for students with disabilities by promoting the effective use of assistive and instructional technologies among educators and others serving these students. NCIP supports a national community of educators, including technology coordinators, staff developers, teachers, and specialists, through these services: NCIPnet, a series of online discussion forums; research summaries and other materials from the NCIP Library; and video profiles of students with differing disabilities using assistive and instructional technologies to improve their learning. NCIP is funded by the U.S. Department of Education, Office of Special Education Programs.

National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013–1492
800–695–0285 (voice and TDD)
E-mail: nichcy@aed.org
Web: http://www.aed.org/nichcy/

Sponsored by the U.S. Department of Education, Office of Special Education Programs, NICHCY provides information on disabilities and special education services available to children and youth with physical, mental, and emotional disabilities and acts as a liaison with other information and service providers at the national, state, and local levels. It offers referrals, online search services, disability fact sheets, news digests, booklets, issue papers, and low-reading-level materials to parents, teachers, and other individuals. Write for the free *News Digest* from July 1995 on planning for inclusion, which provides descriptions of more than 85 resources, or request one of NICHCY's inclusion bibliographies. Topics include *Educating Students with Disabilities: Resources Addressing More Than One Disability* (#9), *Educating Students with Emotional/Behavioral Disorders* (#10), *Educating Students with Attention Deficit Hyperactivity Disorder* (#11), and *Educating Students with Learning Disabilities* (#12).

Special Education Resource Center (SERC)
25 Industrial Park Road
Middletown, CT 06457
203–632–1485

This information clearinghouse provides annotated bibliographies and resource listings on topics related to inclusion. Its mission is to serve as a centralized resource for professionals, families, and community members regarding early intervention, special education and pupil services, and transition to adult life for individuals with special needs.

U.S. Department of Education Office of Special Education and Rehabilitative Services (OSERS)
Clearinghouse on Disability Information
330 C Street SW
Switzer Building, Room 3132
Washington, DC 20202–2524
202–205–8241
Web: http://www.ed.gov/offices/OSERS/

OSERS responds to inquiries, particularly in the areas of federal funding for programs, federal legislation, and federal programs benefiting people with disabilities.

Western Regional Resource Center (WRRC)
1268 University of Oregon
Eugene, OR 97403–1268
541–346–5641 (voice and TTY)
Web: http://interact.uoregon.edu/wrrc/wrrc.html

One of six Regional Resource Centers funded by the U.S. Department of Education, Office of Special Education Programs, the mission of the WRRC is to help state education agencies ensure high-quality programs and services for children with disabilities and their families.

Especially for Parents

Beach Center on Families and Disability
University of Kansas
Robert Dole Human Development Center
3111 Haworth
Lawrence, KS 66045
913–864–7600
Web: http://www.lsi.ukans.edu/beach/beachhp.htm

This center provides parent training, professional and emotional support, education, and training materials to assist families who have members with disabilities and to influence national policy regarding the welfare of all persons with developmental disabilities. Research, training, and dissemination activities are based on family empowerment.

Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, MA 02116
617–482–2915
Web: http://www.fcsn.org/home.htm

The federation is the national office coordinating approximately 50 Parent Training and Information Centers (PTIs) funded by the U.S. Department of Education, Office of Special Education Programs. PTIs are designed to make parents aware of their legal rights under Public Law 94–142 and to provide information, advocacy, and training. Many PTIs have resources about inclusion. Readers can locate their state offices by calling the number listed above.

National Parent Network on Disabilities
1600 Prince Street, Suite 115
Alexandria, VA 22314
703–684–6763

This group provides written materials on inclusion, sponsors an inclusion training project, and acts as a national advocacy and lobbying organization for children and adults with disabilities.

Selected Inclusion Resource Organizations

Parent Advocacy Coalition for Educational Rights (PACER)
4826 Chicago Avenue South
Minneapolis, MN 55417–1098
612–827–2966
Web: www.pacer.org/

PACER is an educational advocacy organization providing parent education and training to help parents understand the special education laws and how to obtain special education programs and services for their children and young adults. PACER offers workshops, programs, inservice training, interpreter services, a computer resource center, transition planning, newsletters, booklets, videos, and other materials.

Parent Education and Assistance for Kids (PEAK) Parent Center, Inc.
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80916
719–531–9400

PEAK is part of the Technical Assistance for Parents Program of the Parent Training and Information Centers funded by the U.S. Department of Education, Office of Special Education Programs. It focuses on inclusion and distributes relevant information, curricula, training guides, and a newsletter. PEAK also cosponsors an annual conference on strategies for inclusive education.

Specific Disabilities

American Foundation for the Blind
11 Penn Plaza, Suite 300
New York, NY 10001
212–502–7600
Web: http://www.afb.org/afb

American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852–3279
800–638–8255
301–897–5700
Web: http://www2.asha.org/asha/

The ARC (Association for Retarded Citizens)
500 East Border Street, Suite 300
Arlington, TX 76010
800–433–5255
Web: http://TheArc.org/welcome.html

The Association for Persons with Severe Handicaps
29 West Susquehanna Avenue, Suite 210
Baltimore, MD 21204
800–482–TASH (8274)

Attention Deficit Disorder Association
P.O. Box 972
Mentor, OH 44061
800–487–2282

Autism Society of America
8601 Georgia Avenue, Suite 503
Silver Spring, MD 20910
800–328–8476
Web: http://www.autism-society.org/

Children with Attention Deficit Disorders
499 NW 70th Avenue, Suite 308
Plantation, FL 33317
305–587–3700
Web: http://www.chadd.org

DB-LINK (The National Information Clearinghouse on Children Who Are Deaf-Blind)
345 North Monmouth Avenue
Monmouth, OR 97361
800–438–9376
800–854–7013 (TTY)
E-mail: leslieg@fsa.wosc.osshe.edu
Web: http://www.tr.wosc.osshe.edu/dblink

The Federation of Families for Children's Mental Health
1021 Prince Street
Alexandria, VA 22314–2971
703–684–7710
Web: http://www.psych.med.umich.edu/web/aacap/fedfcmh.htm

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234
412–341–1515
Web: http://www.best.com/~ldanatl/

National Center for Learning Disabilities
381 Park Avenue South, Suite 1420
New York, NY 10016
212–545–7510

National Down Syndrome Congress
1605 Chantilly Drive, Suite 250
Atlanta, GA 30324
800–232–6372
Web: http://www.carol.net/~ndsc

National Down Syndrome Society
666 Broadway, 8th Floor
New York, NY 10012–2317
800–221–4602
212–460–9330
Web: http://www.pcsltd.com/ndss/edu.html

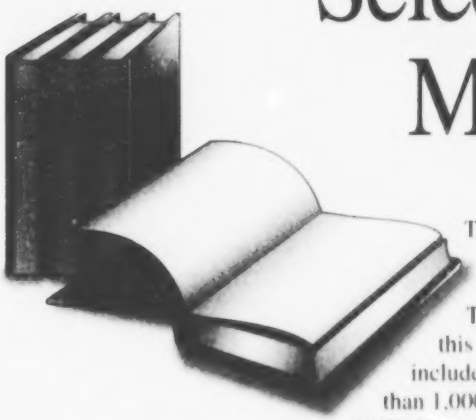
National Information Center on Deafness
Gallaudet University
800 Florida Avenue NE
Washington, DC 20002–3695
202–651–5051
202–651–5052 (TTY)
E-mail: nicd@gallax.gallaudet.edu
Web: http://www.gallaudet.edu:80/~nicd/

The Orton Dyslexia Society
Chester Building, Suite 382
8600 LaSalle Road
Baltimore, MD 21286–2044
800–222–3123
410–296–0232
Web: http://pie.org/TM/T3639

The United Cerebral Palsy Associations, Inc.
1660 L Street NW, Suite 700
Washington, DC 20036
202–776–0406
Web: http://www.ucpa.org/

– Compiled by Bernadette Knoblauch, ERIC Clearinghouse on Disabilities and Gifted Education

Selected Inclusion Materials



The following titles cover a range of issues related to inclusive practices. The list represents a sampling of the available material, both supportive and critical of inclusion; it is by no means comprehensive. To contact the publishers of these materials, see the list at the end of this section. Publications with an ED number have been abstracted and included in the ERIC database. You may read them on microfiche at more than 1,000 locations worldwide or order microfiche or paper copies from the ERIC Document Reproduction Service at 800–443–ERIC (3742).

Books and Guides

Adapting Instructional Materials for Mainstreamed Students
Jane Burnette, 1987; ED 284 383

This paper (#E1) developed by the ERIC Clearinghouse on Disabilities and Gifted Education presents an eight-step process for curriculum adaptation, covering needs assessment, design and development, and testing and production. $5. Order from The Council for Exceptional Children.

Choosing Options and Accommodations for Children: A Guide to Planning Inclusive Education
M. F. Giangreco, C. J. Cloninger, and V. S. Iverson, 1993; ISBN 1–55766–106–5

This guidebook to developing programs that include children with disabilities in general classrooms offers a step-by-step process, specific instructions, scheduling helps, and master forms. The approach emphasizes the family as the cornerstone of relevant long-term educational planning and stresses the importance of collaborative teamwork. $29. Order from Paul H. Brookes Publishing Company.

Cooperative Learning and Strategies for Inclusion: Celebrating Diversity in the Classroom
JoAnne W. Putnam, editor, 1993
ISBN 1–55766–134–0

This 188-page book is intended to help educators meet the needs of children with varying cognitive abilities; developmental and learning disabilities; sensory impairments; and different cultural, linguistic, and socioeconomic backgrounds. It is based on the premise that children of differing abilities and backgrounds will benefit both academically and socially from cooperative learning. $20. Order from Paul H. Brookes Publishing Company.

Cooperative Teaching: Rebuilding the Schoolhouse for All Students
Jeanne Bauwens and Jack Hourcade, 1995
ISBN 0–89079–607–6

This 232-page guide provides step-by-step instructions for planning, implementing, and evaluating cooperative teaching between general educators and special educators. It tells how partners can coordinate their efforts, build supportive relationships, cope with scheduling, find time for planning, and evaluate their efforts. Self-assessment questionnaires, checklists, and a sample time log are included. $32.20. Order from The Council for Exceptional Children or Pro-Ed.

Creating an Inclusive School
Richard Villa and Jacqueline Thousand, 1995

This book provides extensive resources on including children and youth with disabilities in general education classrooms and addresses how to manage change in education and adapt curriculum in an inclusive classroom. $18.95. Order from the Association for Supervision and Curriculum Development.

Creating Schools for All Our Students: What 12 Schools Have To Say
Working Forum on Inclusive Schools, 1994
ED 377 633

This 60-page book (#P5064) provides an indepth look at inclusive schools and the factors that make them work. It reports the findings of a pioneering effort by 10 major national educational organizations to provide

information about the issues, problems, and solutions experienced by real people in real schools. Readers learn how to use effective planning, collaboration and partnership, innovative instruction and technology, and community involvement. $18.50 plus $2.50 shipping. Order from The Council for Exceptional Children.

Curriculum Considerations in Inclusive Classrooms: Facilitating Learning for All Students
Susan Stainback and William Stainback, 1992
ISBN 1-55766-078-6

This book focuses on how the curriculum can be designed, adapted, and delivered in inclusive general education classrooms. It also discusses strategies for developing inclusive classrooms and schools. $25. Order from Paul H. Brookes Publishing Company.

Developing Inclusive Schools: A Guide
Barbara Hoskins, 1995

This practical guide helps administrators, teachers, and special education staff work in a coordinated way to redesign services. It covers overall strategies and planning processes and highlights inclusion topics, including staff roles in inclusive schools, resistance, motivation, curriculum, systems of support, collaborative consultation, school-based teams, leadership, and developing an inclusive culture. $29.95. Order from The Council for Exceptional Children.

Exceptional Lives: Special Education in Today's Schools
A. P. Turnbull, H. R. Turnbull, M. Shank, and D. Leal, 1995; ISBN 002-42-16-011

This 675-page introductory text provides teaching techniques based on specified principles and values, using real people in real schools to illustrate them. The text advocates the inclusion of students with disabilities in all aspects of schooling while providing appropriate supplementary supports and services. It contains a glossary and comprehensive resource lists, including books, journals and magazines, organizations, media such as rental videos, and computer networks. $58.33. Order from Merrill/Prentice Hall.

The Illusion of Full Inclusion: A Comprehensive Critique of a Current Special Education Bandwagon
James M. Kauffman and Daniel P. Hallan, editors, 1995; ISBN 0-89079-612-2

This 362-page collection of essays cautions that full inclusion of all students with disabilities in general education programs does not lead to the necessary support for all students. The 18 essays are divided into sections on context and historical perspectives; critiques of the full inclusion movement, particularly conceptual and policy issues; and the perspectives of groups with specific disabilities. $29. Order from Pro-Ed.

Inclusion: Are We Abandoning or Helping Students?
Sandra Alper, 1995; ISBN 0-8039-6249-5
ED 385 070

This 91-page text, part of the *Roadmaps to Success: The Practicing Administrator's Leadership Series*, provides school principals with an overview of the inclusion movement. It includes chapters on the historical and legal contexts; collaboration between general and special educators; sound practices for students with mild disabilities, including strategies for dealing with inappropriate behaviors, student assessment, curriculum modification, and instruction; and sound practices for students with severe disabilities, including assessment, curriculum modifications, instructional strategies, and technological aids. $15. Order from Corwin Press.

Inclusion: 450 Strategies for Success
Peggy A. Hammeken, 1995; ISBN 9644271-7-6

This 138-page book opens with guidelines for setting up an inclusionary program: developing a plan, grouping students, determining how much assistant time is needed in each classroom, scheduling, providing inservice and training, and working as a team. The second section includes hundreds of ideas for modifying the daily curriculum, textbooks, and daily assignments, as well as specific modifications for written language, spelling, and mathematics. Reproducible worksheets are included. $19.95 plus $3 for shipping. Order from Peytral Publications.

Inclusive Classrooms from A to Z: A Handbook for Educators
Gretchen Goodman, 1994; ISBN 1-57110-200-0

This 201-page handbook is organized around 26 groups of ideas, hands-on activities, and strategies to guide teachers in including children with special needs in the general classroom. The book includes various forms and checklists for photocopying, as well as a bibliography, a children's bibliography, and a list of resource organizations. $24.95. Order from Teachers' Publishing Group.

Inclusive Schools Movement and the Radicalization of Special Education Reform
Douglas Fuchs and Lynn S. Fuchs, 1993; ED 364 046

This 42-page paper provides a critical discussion of current trends in special education, examines the inclusive schools movement, and compares it to the Regular Education Initiative. The authors express concern that some advocates of the inclusive schools movement reject the concept of a continuum of

placement options, wish to abolish special education, and emphasize social competence over preventing academic failure and stressing academic standards and accountability. A brief version of this paper was published in *Exceptional Children*, Vol. 60, 1994, pp. 294–309. $7.94 plus shipping. Order from the ERIC Document Reproduction Service.

Inclusive Schools Topical Bibliography
Barbara Sorenson and Janet Drill, compilers, 1994
ED 369 231

This bibliography contains more than 150 abstracts that address collaboration between general and special education, assessment (prereferral intervention), staff development, changing roles and responsibilities, administrative concerns, planning and accountability, instructional and curriculum strategies, interagency coordination, principles of good practice, philosophy, history, and viewpoints. $25. Order from The Council for Exceptional Children.

NICHCY Inclusion Bibliography: Educating Students with Disabilities: Resources Addressing More Than One Disability
Lisa Kuepper, editor; March 1996

Most of the resources in this 12-page bibliography (#9) from the National Information Center for Children and Youth with Disabilities (NICHCY) do not focus exclusively on inclusion issues. However, these resources should be useful to those involved in inclusion, especially general educators, because they provide a great deal of information about specific disabilities and the special learning needs of students with those disabilities. Other NICHCY inclusion bibliographies address educating students with specific disabilities, including emotional/behavioral disorders (#10), attention deficit hyperactivity disorder (#11), and learning disabilities (#12). Free. Order from the National Information Center for Children and Youth with Disabilities.

NICHCY News Digest: Planning for Inclusion
Lisa Kuepper, editor; July 1995

This 32-page publication provides an overview of a range of inclusion issues and detailed annotations on inclusion resources available from commercial publishers, information centers, and ERIC. Inclusion resources are categorized into three areas: bibliographies and directories, policy resources, and "how to" resources. Free. Order from the National Information Center for Children and Youth with Disabilities.

Organizational, Instructional, and Curricular Strgtegies To Support the Implementation of Unified, Coordinated, and Inclusive Schools
Judy Schrag, 1993; ED 369 252

This 86-page document presents program strategies, classroom grouping schemes, and teaching methods and procedures that support the full inclusion of students with disabilities. The research basis for the various interventions is described. $18. Order from The Council for Exceptional Children.

Responsible Inclusion of Students with Disabilities
Thomas P. Lombardi, 1994; ED 376 634

This Fastback (#373) provides an overview of the philosophical, legal, and research bases of "responsible" inclusion. Practical suggestions and strategies are given, including checklists for administrators, teachers, and parents. $1.25 plus $1 for processing. Order from Phi Delta Kappa, Inc.

Teaching Diverse Learners in Inclusive Settings: Steps for Adapting Instruction
Laura L. Mohr, 1995; ED 383 121

This 13-page paper, presented at the Annual International Convention of The Council for Exceptional Children, presents strategies and accommodations in the areas of the learning environment, learning procedures, progress measurement, instructional methods and materials, and classroom management for students with learning differences. Specific accommodations in reading, mathematics, writing, and science/social studies are offered. The paper includes an instructional accommodations planning sheet and a materials analysis inventory. $3.97 plus shipping. Order from the ERIC Document Reproduction Service.

Thinking about Inclusion and Learning Disabilities: A Teacher's Guide
Katherine Garnett, 1996

This guide, designed for general and special educators, highlights the most up-to-date thinking and research on learning disabilities and inclusion. It poses critical questions and provides brief case studies, as well as practical activities for teacher teams to try out as they examine how their classroom structures and instructional interaction affect their students. $3. Order from The Council for Exceptional Children.

Tough To Reach, Tough To Teach: Students with Behavior Problems
Sylvia Rockwell, 1993; ED 335 672

This 106-page book (#P387) helps prepare teachers for encounters with disruptive, defiant, hostile students by demonstrating how to defuse undesirable behaviors and

structure "face-saving" alternatives. Through a series of vignettes, general and special education teachers gain insight into problem behaviors and explore effective management strategies. $22. Order from The Council for Exceptional Children.

Toward Inclusive Classrooms
National Education Association, 1994

This book includes six chapters written by teachers involved in developing inclusive classrooms. Topics include writing, staff development, collaboration, science education, and including students with behavioral challenges. $9.95. Order from the National Education Association Professional Library.

Winners All: A Call for Inclusive Schools
David Kysilko, editor, 1995

This report of the National Association of State Boards of Education Study Group on Special Education describes the roles of the state board, personnel, and finance in an inclusive system. It includes a checklist for creating an inclusive system. $10. Order from the National Association of State Boards of Education.

Winning Ways: Creating Inclusive Schools, Classrooms and Communities
V. Roach, J. Ascroft, and A. Stamp, 1995

This companion report to *Winners All* from the National Association of State Boards of Education provides guidance on the day-to-day questions that administrators, teachers, and parents have about inclusion. It offers an overview of inclusion and chapters on districtwide planning, policies, and administration; the role of teachers in creating inclusive classrooms; and the family's role in creating inclusive schools. $12 plus $2 shipping and handling. Order from the National Association of State Boards of Education.

Journals and Newsletters (General)

Educational Leadership (Special Issue on The Inclusive School)
December 1994/January 1995

This theme issue (Vol. 52, No. 4) of the journal of the Association for Supervision and Curriculum Development includes the viewpoints of a number of prominent educators and researchers. Speaking for and against various aspects of inclusion are Jim Kauffman, Mara Sapon-Shevin, Margaret Wang, Maynard Reynolds, Herbert Walberg, Al Shanker, Douglas Fuchs, Lynn Fuchs, and Joseph Renzulli. A more recent issue of the journal (February 1996, Vol. 53, No. 5) is devoted largely to instructional strategies that work with students with special needs. Check your library for these back issues or order a single copy of the monthly journal by sending $6 plus $2.50 for handling to the Association for Supervision and Curriculum Development.

The Link (Special Issue on Inclusion)
Carolyn Luzader, editor, Spring–Summer 1995
ED 385 096

This issue of the Appalachia Educational Laboratory (AEL) newsletter (Vol. 14, No. 1) discusses research related to inclusion, describes inclusive education practices, and suggests ways to create more inclusive schools. It also includes a helpful glossary, a summary of key court cases, a description of ERIC resources, and a discussion of inclusion within the AEL region of Kentucky, Tennessee, Virginia, and West Virginia. Free to educators in the AEL region while supplies last; then available in paper copy from the ERIC Document Reproduction Service for $7.94 plus shipping.

Electronic Resources

Many organizations with materials relevant to including children with disabilities in general education classrooms maintain a presence on the Internet. Where possible, we have noted electronic addresses in the Selected Inclusion Resource Organizations section of this issue. The ERIC Clearinghouse on Disabilities and Gifted Education at The Council for Exceptional Children maintains links to a large number of Web sites (http://www.cec.sped.org/ericec/links.htm). There are also many listservs devoted to discussion of specific disabilities and related educational issues. For more information, see http://www.cec.sped.org/ericec/er-list.htm or check with your electronic service provider.

▶ **http://www.cec.sped.org/ericec.htm**

Phi Delta Kappan (Special Section on Inclusion)
December 1995

This issue (Vol. 77, No. 4) includes several articles that address positive or how-to aspects of inclusion, including "The Real Challenge of Inclusion: Confessions of a 'Rapid Inclusionist'" by Dianne L. Ferguson, "Inclusion: Alive and Well in the Green Mountain State" by Jacqueline S. Thousand and Richard A. Villa, "The Difficult Dichotomy: One School District's Response" by Murray S. Shulman and James F. Doughty, and "Supporting Inclusion: Beyond the Rhetoric" by Virginia Roach. Also included are a critique of research by Zigmond, Jenkins, Fuchs, Deno, and Fuchs on the shortcomings of inclusive elementary programs as reported in the March 1995 *Phi Delta Kappan* (see below) and the authors' response to the criticisms by James McLeskey and Nancy L. Waldron. Check your library for this issue or order a single copy of the monthly journal by sending $4.50 plus $3 for processing to Phi Delta Kappa, Inc.

Phi Delta Kappan (Special Section on Special Education)
Douglas Fuchs, guest editor, March 1995

This issue (Vol. 76, No. 7) includes three articles that relate to inclusion: "What's Special About Special Education?" by Douglas Fuchs and Lynn S. Fuchs, "Special Education in Restructured Schools: Findings from Three Multi-Year Studies" by Naomi Zigmond, Joseph Jenkins, and several other authors, and "Inclusion of All Students with Emotional or Behavioral Disorders? Let's Think Again" by James M. Kauffman, John Wills Lloyd, John Baker, and Teresa M. Riedel. In general, the articles suggest that while inclusion is an important placement option, many students with learning disabilities, emotional disorders, and behavioral disorders are best served in special education programs. Check your library for this issue or order a single copy of the monthly journal by sending $4.50 plus $3 for processing to Phi Delta Kappa, Inc.

Journals and Newsletters (Specialized)

Inclusion News
Inclusion Press
24 Thome Crescent
Toronto, Ontario M6H 2S5, Canada
416–658–5363
Web: http://www.inclusion.com

Inclusion Times for Children and Youth with Disabilities
National Professional Resources, Inc.
25 South Regent Street
Port Chester, NY 10573
800–453–7461

Inclusive Education Programs: Advice on Educating Students with Disabilities in Regular Settings
LRP Publications
747 Dresher Road
P.O. Box 980
Horsham, PA 19044–0980
800–341–7874, ext. 275

Videos and Training Materials

Creating Inclusive School Communities: A Staff Development Series for General and Special Educators
J. Lowell York, R. Kronberg, and M. B. Doyle, 1995

This training series is based on work undertaken by the Institute on Community Integration at the University of Minnesota. It includes five modules to help adults who work together in schools plan together for educational change. Each module contains a facilitator's guide with step-by-step instructions and transparencies and a participant's guide for those who take part in the training. Module 1 provides the foundation for understanding inclusion and collaboration between general and special educators. Module 2 focuses on building community in the classroom. Module 3 addresses crafting a transition plan and creating curricular priorities and learning opportunities for all students. Module 4 addresses changing roles of staff and ways to foster teamwork. Module 5 helps trainees identify instructional supports for student success. Modules may be purchased as a set or individually; Modules 3 and 4 include a videotape. $300. Order from Paul H. Brookes Publishing Company.

Facing Inclusion Together
The Council for Exceptional Children, 1993

This 50-minute video depicts co-teaching, with general and special educators collaborating. It shows how to negotiate new relationships, share classrooms, and develop co-responsibility. $99. Order from The Council for Exceptional Children.

Lessons for Inclusion
Institute on Community Integration, 1993

This curriculum helps K–4 educators develop caring classrooms in which all children are valued; it contains lessons on "Including Everyone," "Liking Myself," "Making and Keeping Friends," and "Cooperating with Others." $10 for lessons and poster; $50 for lessons, poster, and children's storybooks. Order from the Institute on Community Integration.

Strategies for Teacher Collaboration
Loviah E. Aldinger, Cynthia L. Warger, and Paul W. Eavy, 1991

This resource helps school-based teams bring collaborative teaching into practice through 18 inservice activities that help teachers understand the dynamics

of collaboration. These professional development activities apply a problem-solving model in teacher consultations and help teachers form the kinds of teaching relationships that are essential in inclusive school settings. $55. Order from The Council for Exceptional Children.

The Two Faces of Inclusion: The Concept and Practice
The Council for Exceptional Children, 1993

This 50-minute video demonstrates how to start and maintain the momentum to change teaching and learning for all students. $99. Order from The Council for Exceptional Children.

Yes I Can
Institute on Community Integration, 1994; new edition coming in 1996

This 20-lesson junior and senior high school curriculum helps educators establish peer support for students with developmental disabilities. Guided discussions address friendship, disability, and barriers to social inclusion. Students with disabilities are paired with other students who help them develop social skills and connections while increasing their own knowledge of disabilities and their cooperative social skills. $25. Order from the Institute on Community Integration.

Publishers

Appalachia Educational Laboratory
P.O. Box 1348
Charleston, WV 25325
800–624–9120

Association for Supervision and Curriculum Development
1250 North Pitt Street
Alexandria, VA 22314–1453
703–549–9110
800–933–2723

Corwin Press
2455 Teller Road
Thousand Oaks, CA 91320–2218
805–499–9734

The Council for Exceptional Children
1920 Association Drive
Reston, VA 20101–1589
800–CEC–READ (232–7323)

ERIC Document Reproduction Service
7420 Fullerton Road
Springfield, VA 22153–2852
800–443–ERIC (3742)
Web: http://edrs.com

Institute on Community Integration
University of Minnesota
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
612–624–4512

Merrill/Prentice Hall
1 Lake Street
Upper Saddle River, NJ 07458
800–947–7700

National Association of State Boards of Education
1012 Cameron Street
Alexandria, VA 22314
800–220–5183

National Education Association Professional Library
P.O. Box 509
West Haven, CT 06516–9904
800–229–4200

National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013
800–695–0285 (voice and TTY)

Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285–0624
800–638–3775

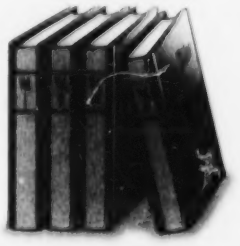
Peytral Publications
P.O. Box 1162W
Minnetonka, MN 55345
612–949–8707

Phi Delta Kappa, Inc.
408 North Union
P.O. Box 789
Bloomington, IN 47402–0789
812–339–1156

Pro-Ed
8700 Shoal Creek Boulevard
Austin, TX 78757–6897
512–451–3246

Teachers' Publishing Group
2300 West Fifth Avenue
Columbus, OH 43215
614–486–8748

– Compiled by Barbara Sorenson and Janet Drill, ERIC Clearinghouse on Disabilities and Gifted Education



Excerpts from Policies and Position Statements on Inclusive Schools

The following statements are reprinted with permission of American Federation of Teachers, The Council for Exceptional Children, Learning Disabilities Association of America, National Association of Elementary School Principals, National Association of School Psychologists, National Association of Secondary School Principals, National Association of State Boards of Education, National Education Association, and National School Boards Association.

American Federation of Teachers (AFT)

AFT calls for an end to inclusion programs that seek to place "all students with disabilities in general education classrooms regardless of the nature or severity of their disabilities, their ability to behave or function appropriately in the classroom, or the educational benefits they and their general education peers can derive."

AFT "denounce[s] the appalling administrative practices that have accompanied the inclusion movement. These include . . . placing too many students with disabilities in individual general classrooms; placing students with disabilities in general education classrooms without services, professional development, or paraprofessional assistance; [and] refusing to assist teachers who are having problems meeting the unique needs of students with disabilities."

AFT further urges Congress to fulfill its pledge to pay 40 percent of states' costs to educate the disabled, as provided in the Education for All Handicapped Children Act; urges a reappraisal of federal laws and policies that encourage inappropriate inclusion; and urges removing limitations on disciplining special needs students who are disruptive or dangerous to others or themselves, including abandoning the "stay put" rule that flows from court decisions that restrict disciplinary measures for special education students.

(paraphrased from the AFT Resolution: Inclusion of Students with Disabilities, adopted at the 1994 National Convention)

The Council for Exceptional Children (CEC)

CEC believes all children, youth, and young adults with disabilities are entitled to a free and appropriate education and/or services that lead to an adult life characterized by satisfying relations with others, independent living, productive engagement in the community, and participation in society at large. To achieve such outcomes, there must exist for all children, youth, and young adults a rich variety of early intervention, educational, and vocational program options and experiences. Access to these programs and experiences should be based on individual educational needs and desired outcomes. Furthermore, students and their families or guardians, as members of the planning team, may recommend the placement, curriculum option, and the exit document to be pursued.

CEC believes that a continuum of services must be available for all children, youth, and young adults. CEC also believes that the concept of inclusion is a meaningful goal to be pursued in our schools and communities. In addition, CEC believes children, youth, and young adults with disabilities should be served whenever possible in general education classrooms in inclusive neighborhood schools and community settings. Such settings should be strengthened and supported by an infusion of specially trained personnel and other appropriate supportive practices according to the individual needs of the child.

(Policy on Inclusive Schools and Community Settings, adopted by the Delegate Assembly of CEC in April 1993)

Learning Disabilities Association of America (LDA)

LDA does not support "full inclusion" or any policies that mandate the same placement, instruction, or treatment for *all* students with learning disabilities. Many students with learning disabilities benefit from being served in the regular education classroom. However, the regular education classroom is not the appropriate placement for a number of students with learning disabilities who may need alternative instructional environments, teaching strategies, and/or materials that cannot or will not be provided within the context of a regular classroom placement.

LDA believes that decisions regarding educational placement of students with disabilities must be based on the needs of each individual student rather than administrative convenience or budgetary considerations and must be the results of a cooperative effort involving the educators, parents, and the student when appropriate.

LDA believes that the placement of *all* children with disabilities in the regular education classroom is as great a violation of the Individuals with Disabilities Education Act (IDEA) as is the placement of *all* children in separate classrooms on the basis of their type of disability.

(from LDA's Position Paper on Full Inclusion of All Students with Learning Disabilities in the Regular Education Classroom, January 1993)

National Association of Elementary School Principals (NAESP)

NAESP supports inclusion of special education students, as appropriate, in regular classrooms with their peers in their neighborhood schools. To facilitate the successful inclusion of special education students, NAESP recognizes that appropriate financial resources, staff development, and support services must follow the child with disabilities.

The Association also recognizes that compliance with legal mandates presents additional managerial and administrative duties that impede the orderly and efficient delivery of educational services to all students.

NAESP supports continuation and expansion of related services to local districts by appropriate state and community service agencies. Additional state and federal financial support is imperative for local school districts to comply with the provisions of these laws.

(from the NAESP Platform, 1994–95; Student Disabilities)

National Association of School Psychologists (NASP)

NASP, in its continuing commitment to promote more effective educational programs for *all* students, advocates the development of inclusive programs for students with disabilities. Inclusive programs are those in which students, regardless of the severity of their disability, receive appropriate specialized instruction and related services within an age-appropriate general education classroom in the school that they would attend if they did not have a disability. NASP believes that carefully designed inclusive programs represent a viable and legitimate alternative on the special education continuum that must be examined for any student who requires special education.

(from the Position Statement on Inclusive Programs for Students with Disabilities, adopted by the NASP Delegate Assembly, April 17, 1993)

National Association of Secondary School Principals (NASSP)

Knowing, accommodating, and building friendships with peers who are different are benefits to both disabled and non-disabled students in an inclusive school. Beneficial outcomes for teachers (regular and special education) are co-teaching and coaching opportunities.

For inclusion to work more effectively, appropriate resources, staff development, and support services (e.g., the purchase of additional classroom technology, instructional aides, etc.) must follow a student with disabilities. In addition, there is a need for better teacher preparation programs. Courses currently required for those seeking special education certification should be provided for all education students. And, the Congress should provide the funds for these services which it mandates under federal law.

(from NASSP Board's Position Statement on Educational Services for Children with Disabilities, November 4, 1995)

National Association of State Boards of Education (NASBE)

- To ensure equal educational opportunities, services should be provided for special student needs. Learning programs should identify and address the individual needs and learning styles of all students, including those who are disabled, disadvantaged, migrant, gifted or talented, parenting or pregnant, minority, or of limited English proficiency.
- State boards should ensure that policies are developed and implemented which guarantee that all students are educated in school environments that include rather than exclude them. School environments encompass all curricular, co-curricular and extracurricular programs and activities. Inclusion means that all children must be educated in supported, heterogenous, age-appropriate, natural, child-focused school environments for the purpose of preparing them for full participation in our diverse and integrated society.

(from Resolution 94–6: Equal Educational Opportunity, Section B. Students with Special Needs, 1994)

National Education Association (NEA)

The Association supports and encourages *appropriate inclusion*. *Appropriate inclusion* is characterized by practices and programs which provide for the following on a sustained basis:

- A full continuum of placement options and services within each option. Placement and services must be determined for each student by a team that includes all stakeholders and must be specified in the Individualized Education Program (IEP).
- Appropriate professional development, as part of normal work activity, of all educators and support staff associated with such programs. Appropriate training must also be provided for administrators, parents, and other stakeholders.
- Adequate time, as part of the normal school day, to engage in coordinated and collaborative planning on behalf of all students.
- Class sizes that are responsive to student needs.
- Staff and technical assistance that is specifically appropriate to student and teacher needs.

Inclusion practices and programs which lack these fundamental characteristics are inappropriate and must end.

(Policy Statement on Appropriate Inclusion, adopted by the NEA Board of Directors, May 1994)

National School Boards Association (NSBA)

At the local level we see increasing efforts to include students with disabilities in the general curriculum. These efforts are likely to continue. *But greater inclusion does not require any changes in federal law.* IDEA already requires that students be educated in the "least restrictive environment" and any changes in the law are likely to produce significant disruption at the local level and unnecessary and costly new litigation.

Inclusion can work effectively for large numbers of students with disabilities while enriching the classroom experience of all students. But for inclusion to work effectively frequently requires extensive teacher training, additional classroom aides, and in some cases, the purchase of expensive additional classroom technology.

To promote greater inclusion without providing the resources to make it work offers a false promise of improved opportunities for students with disabilities and the real possibility of disruptions in the learning environment. The federal government needs to make the resources available to local school districts so more inclusive special education programming, where appropriate, can be highly successful.

Likewise, we must understand that full inclusion is not appropriate for some students with disabilities. For students with disabilities who require extensive individualized assistance or who do not have sufficiently well-developed social skills, instruction in the general curriculum may not be beneficial. Many teachers and disability advocates share our belief that full inclusion is not always an educationally sound strategy.

(Reprinted, with permission from July 19, 1994, testimony of Boyd Boehlje, Past President, National School Boards Association, before the House Subcommittee on Select Education and Civil Rights. Copyright 1994 National School Boards Association. All rights reserved.)

Putting It All Together: An Action Plan

Creating more inclusive schools requires the combined efforts of groups such as teachers, students, parents, administrators, and community members. In *Creating Schools for All Our Students: What 12 Schools Have To Say* (1994), the Working Forum on Inclusive Schools suggests steps that various groups can take to create more inclusive schools. We close with a few tips from the book for each group, and we encourage readers to refer to the original source for more.

Creating Schools for All Our Students is available from The Council for Exceptional Children for $18.50 plus $2.50 shipping. For ordering information, call 1-800-CEC-READ (232-7323). The book may also be read on ERIC microfiche (ED 377 633) at many libraries and educational institutions.

What Parents Can Do

- Know your child. You are your child's first teacher and often know better about his or her capabilities than anyone else. Communicate your hopes and plans to your child's teacher.
- Actively participate in your child's school. Treat all students and other members of the school community with respect.

What Teachers Can Do

- Be open to the possibility of including a student with disabilities in your classroom.
- Seek the proper information, professional development, and support. If you are teaching a child with a disability, make sure you know about the child's limitations and potential and about available curriculum methodologies and technology to help the child learn.

What Paraprofessionals Can Do

- Learn as much as possible about the strengths of the children assigned to you.
- Work with all the children; don't concentrate only on the children with disabilities.

What Support Service Staff Can Do

- Make schools welcoming places for all students. School secretaries, food service workers, maintenance workers, and bus drivers all help make schools welcoming, comfortable places or forbidding, punishing places.
- Learn about the students and what to expect of them.

What Related Services Staff Can Do

- Work in classrooms more and in separate environments less.
- Be collaborative. Serve on problem-solving teams and be involved in other planning efforts.

What Principals Can Do

- Organize a team of parents and staff members, including yourself, to help plan inclusive school strategies and practices.
- Know the rights of students with disabilities, their families' rights, and the responsibilities of school personnel. Be sure that the inclusive school efforts are consistent with those rights and responsibilities.

What State and Local School Board Members and Central Administrators Can Do

- Make sure funding follows the students, so schools can make placement decisions based on the needs of the student rather than the location of the money. That way, schools can hire the people and obtain the resources required to serve the child.
- Provide time and money for continuing professional development of teachers, administrators, related services professionals, paraprofessionals, and support service workers.

What Associations and Unions Can Do

- Participate in districtwide and school-based planning.
- Counsel and assist members in developing new roles for themselves to maximize their value in an inclusive school.

What Colleges and Universities Can Do

- In setting admissions standards, agree to look at student portfolios, rather than only SAT scores and grades.
- Offer teacher training programs that equip future teachers with the skills to modify curricula and use a variety of teaching strategies to instruct all students. Also, provide student teaching opportunities in inclusive schools.

ERIC Directory

Educational Resources Information Center (ERIC)
U.S. Department of Education
Office of Educational Research and Improvement
National Library of Education
555 New Jersey Avenue NW
Washington, DC 20208–5720
Phone: (202) 219–2221
E-mail: eric@inet.ed.gov
Internet: http://www.ed.gov

Clearinghouses

Adult, Career, and Vocational Education
The Ohio State University
1900 Kenny Road
Columbus, OH 43210–1080
Phone: (614) 292–4353
Toll Free: (800) 848–4815
E-mail: ericacve@magnus.acs.ohio-state.edu
Internet: http://www.osu.edu/units/education/cete/ericacve/index.html

Assessment and Evaluation
The Catholic University of America
210 O'Boyle Hall
Washington, DC 20064–4035
Phone: (202) 319–5120
Toll Free: (800) GO4–ERIC
E-mail: eric_ae@cua.edu
Internet: http://www.cua.edu/www/eric_ae

Community Colleges
University of California at Los Angeles
3051 Moore Hall
Los Angeles, CA 90024–1521
Phone: (310) 825–3931
Toll Free: (800) 832–8256
E-mail: ericcc@ucla.edu
Internet: http://www.gse.ucla.edu/ERIC/eric.html

Counseling and Student Services
School of Education
University of North Carolina at Greensboro
101 Park Building
Greensboro, NC 27412–5001
Phone: (910) 334–4114
Toll Free: (800) 414–9769
E-mail: ericcas2@dewey.uncg.edu
Internet: http://www.uncg.edu/~ericcas2

Disabilities and Gifted Education
The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191–1589
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TTY: (703) 264–9449
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1787 Agate Street
Eugene, OR 97403–5207
Phone: (541) 346–1684
Toll Free: (800) 438–8841
E-mail: ppiele@oregon.uoregon.edu
Internet: http://darkwing.uoregon.edu/~ericcem/home.html

Elementary and Early Childhood Education
University of Illinois at Urbana–Champaign
805 West Pennsylvania Avenue
Urbana, IL 61801–4897
Phone: (217) 333–1386
Toll Free: (800) 583–4135
E-mail: ericeece@uiuc.edu
Internet: http://ericps.ed.uiuc.edu
National Parent Information Network Internet: http://ericps.ed.uiuc.edu/npin/npinhome.html

Higher Education
The George Washington University
One Dupont Circle NW, Suite 630
Washington, DC 20036–1183
Phone: (202) 296–2597
Toll Free: (800) 773–3742
E-mail: eriche@inet.ed.gov

Information & Technology
Syracuse University
4–194 Center for Science and Technology
Syracuse, NY 13244–4100
Phone: (315) 443–3640
Toll Free: (800) 464–9107
E-mail: eric@ericir.syr.edu
E-mail AskERIC: askeric@ericir.syr.edu
Internet ERIC/IT: http://ericir.syr.edu/ithome
Internet AskERIC: http://ericir.syr.edu

Languages and Linguistics
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037–0037
Phone: (202) 429–9292
Toll Free: (800) 276–9834
E-mail: eric@cal.org
Internet: http://www.cal.org/ericcll

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Phone: (812) 855–5847
Toll Free: (800) 759–4723
E-mail: ericcs@indiana.edu
Internet: http://www.indiana.edu/~eric_rec

Rural Education and Small Schools
Appalachia Educational Laboratory
P.O. Box 1348
Charleston, WV 25325–1348
Phone: (304) 347–0400
Toll Free: (800) 624–9120
TTY: (304) 347–0401
E-mail: ianhamb@ael.org
Internet: http://www.ael.org/erichp.htm

Science, Mathematics, and Environmental Education
The Ohio State University
1929 Kenny Road
Columbus, OH 43210–1080
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E-mail: ericse@osu.edu
Internet: http://www.ericse.org

Social Studies/Social Science Education
Indiana University
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2698
Phone: (812) 855–3838
Toll Free: (800) 266–3815
E-mail: ericso@indiana.edu
Internet: http://www.indiana.edu/~ssdc/eric-chess.html

Teaching and Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036–1186
Phone: (202) 293–2450
Toll Free: (800) 822–9229
E-mail: ericsp@inet.ed.gov
Internet: http://www.ericsp.org

Urban Education
Teachers College, Columbia University
Main Hall, Room 303, Box 40
New York, NY 10027–6696
Phone: (212) 678–3433
Toll Free: (800) 601–4868
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Internet: http://eric-web.tc.columbia.edu

Adjunct Clearinghouses

Child Care
National Child Care Information Center
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Phone: (800) 616–2242
E-mail: agoldstein@acf.dhhs.gov
Internet: http://ericps.ed.uiuc.edu/nccic/nccichome.html

Clinical Schools
American Association of Colleges for Teacher Education
One Dupont Circle NW, Suite 610
Washington, DC 20036–1186
Phone: (202) 293–2450
Toll Free: (800) 822–9229
E-mail: tabdalha@inet.ed.gov
Internet: http://www.ericsp.org

Consumer Education
National Institute for Consumer Education
Eastern Michigan University
207 Rackham Building
Ypsilanti, MI 48197–2237
Phone: (313) 487–2292
E-mail: NICE@emuvax.emich.edu
Internet: http://www.emich.edu/public/coe/nice/nice.html

Entrepreneurship Education
Center for Entrepreneurial Leadership
Ewing Marion Kauffman Foundation
4900 Oak Street
Kansas City, MO 64112–2776
Phone: (816) 932–1000
Toll Free: (888) 423–5233
E-mail: celcee@ucla.edu
Internet: http://www.celcee.edu

ESL Literacy Education
National Center for ESL Literacy Education
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037–0037
Phone: (202) 429–9292, Extension 280
E-mail: ncle@cal.org
Internet: http://www.cal.org/cal/html/ncle.htm

International Civic Education
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, IN 47408–2698
Phone: (812) 855–3838
Toll Free: (800) 266–3815
E-mail: patrick@indiana.edu

Law-Related Education
Social Studies Development Center
Indiana University
2805 East Tenth Street, Suite 120
Bloomington, IN 47408
Phone: (812) 855–3838
Toll Free: (800) 266–3815
E-mail: ericso@indiana.edu
Internet: http://www.indiana.edu/~ssdc/lre.html

Service Learning
University of Minnesota
College of Education and Human Development
1954 Buford Avenue, Room R-290, VoTech Building
St. Paul, MN 55108
Phone: (612) 625–6276
Toll Free: (800) 808–SERV
E-mail: serv@maroon.tc.umn.edu
Internet: http://www.nicsl.coled.umn.edu

Test Collection
Educational Testing Service
Rosedale Road
Princeton, NJ 08541
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Internet: http://www.cua.edu/www/eric_ae/testcol.html

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